DOCUMENT RESUME

ED 208 310 CG 015 480

AUTHOR Miles, Johnnie H., Ed.; Clouse, James, Ed.
TITLE Career Advising for Adults.
INSTITUTION Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE 81
NOTE 126p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Adult Counseling; Adults; Adult Vocational Education; *Career Counseling; *Career Development; Career Planning; *Job Search Methods; Postsecondary Education; Role Conflict; *Skill Development; Teaching Guides; *Vocational Adjustment

ABSTRACT

This manual is designed to provide information and structural exercises for teachers who assist adults in career advising and career development. The materials, which can be shared with students individually or in small groups, are based on needs of adult students identified from the literature and from local needs assessment surveys. Topics included in the manual focus on: (1) an introduction to the adult student; (2) life/career assessment; (3) career information; (4) job search methods; (5) work experiences; (6) life skills; and (7) integration of the work and home environments. Student and instructor evaluation forms are included along with sample worksheets, facilitator instructions, and references. (JAC)

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FOREWORD

The purpose of this manual is to provide information and structural exercises for teachers which could be used in career advising and career development of adult students. Teachers are the focus of this work for they have been identified in the literature as being sought out as a resource by adult students, particularly on educational, career, occupational, and personal concerns. Students view teachers as being both accessible and knowledgeable in those areas. The manual was developed on the basis that teachers were resources and could provide information and assistance to adult students.

In reviewing the basic preparation of teachers of adults, it was determined that their expertise and training generally were in specific curricular areas. The crucial majority have had been involved in programs on teaching adults but very few had training in the delivery of vocational or career advising to adults. This manual is designed to respond to that need. It includes material that can be shared with students individually but preferably in small groups. It covers a broad range of topics identified as needs of adult students. Teachers are encouraged to incorporate the material, when appropriate, within the regular instructional program. Although designed for instructors of adults, the manual would be a handy reference and resource for teachers and counselors at the secondary level, and for counselors at post-secondary levels.

Content for the manual was based primarily on career development needs of adults identified in the literature. Further, a local needs assessment of adult students and their teachers in a three country area in Southwest Virginia was conducted to ascertain the similarity of their needs to the

national samples. The results of the reviews indicated that local adults have similar needs as those in the national samples, i.e., preparation for career decision-making, job seeking skills, knowledge of occupational opportunities and information.

Local adults expressed some needs that had not been identified in the national data, i.e., skills needed to survive on the job, transferability of training, and concerns associated with integrating work and home environments. Since various career development stages are experienced by adult students, it was determined that material relative to all major needs be included in the manual.

Adulthood is increasingly being rejected as a static period and is viewed in the society as a period in which human beings continue to change, experience life crises, and seek meaning in their lives. Throughout this stage, individuals encounter situations in which information and counseling would be beneficial in assisting them in making valid life/career decisions. Career education has been adopted by schools to assist students in developing and progressing in their career plans. The manual, Career Advising of Adults, is our attempt to meet similar needs of adult students through the assistance of instructors.

Johnnie H. Miles is an Associate Professor of Counselor Education at Virginia Tech.

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INTRODUCTION

AN OVERVIEW OF THE MANUAL

This Manual is aimed at instructors who have some commitment and motivation to provide career development assistance to adults in continuous learning programs. The goal is to give instructors the background knowledge and skill training that will enable them to implement such activities. It is hoped further that as a result of these activities that the adult students will be guided to make life and career choices and to enable them to take charge of their own lives and ultimately develop to their fullest potential.

More specifically, upon successful completion of the manual, students will be able to:

1. Demonstrate basic knowledge of gathering data to provide self-assessment.
2. Identify sources of general and specific occupational information.
3. Evaluate occupational opportunities in areas such as promotion, supervisor's expectations, and benefits.
4. Specify and understand the components needed for the job search process.
5. Develop coping skills for integrating the work and home environments.

The Manual has been designed around the needs identified by adult students in the Community Colleges as identified by the literature and the survey. The authors include many reentry adult students who have experienced the same types of needs. The goal of providing a comprehensive manual has been viewed as a need by both instructors and students.

It is hoped that this effort will result in persons with purpose who know where they are going with their lives. That is, unfortunately, a

rather uncommon sight today. Few people dare to set personal, optimum goals. The individual who does, however, stands a much greater chance of reaching the life goal. This manual is the doorway.

CRITICAL AREAS OF THE MANUAL

In effectively utilizing the manual, it is important to recognize the interrelationship between the instructor and the students. The manual is designed to encourage interaction throughout the learning process. In other words, instructors will develop a reciprocal learning relationship as student provide the needed feedback. The varied activities provide many opportunities for this type of instructor-student continuous learning process.

The following areas seem to be critical in the process:

1. The instructor's orientation and thorough familiarity with the range of information and activities provided.
2. An understanding and acceptance of the continuous learning process as related to instructor-student interaction.
3. A goal of reassessment of the process in terms of short-range and long-range objectives of the students and the community needs.

The manual is designed to provide information regarding the individual and the world of work. The individual's attempt to engage in self-assessment in terms of skills, interest, and attitude is crucial in understanding the area later discussed entitled life skills and concerns. While specific job related information is provided, it is particularly important that the students understand the nature of the total process. Instructors may wish to emphasize the career/life planning process as a necessary step towards the diverse and changing world of work. The

transferability of skills for example seems often to be related to a students self-confidence and ability to assess past experiences.

The process of continuous interaction between student and instructor has been stressed to offer a means of identifying these critical avenues in the learning environment. It is hoped that each views himself/herself on the continuum of career/life planning.

The following two sections are geared to the needs and characteristics of the adult students and the career advising process that involves instructors of those adults.

Jane H. Walter is an Assistant Professor of Counselor Education at N. C. Agricultural and Technical State University in Greensboro, N. C.

THE ADULT STUDENT

Jane A. Ashe

OBJECTIVE: To acquaint the teacher with the characteristics of the adult student and the adult developmental stages that influence the adult's educational and career interests, and needs.

DISCUSSION:

Researchers who study adult learning and development contend that as persons pass through the adult years they move along a developmental continuum. This movement brings with it changes in the learning characteristics of adults as well as a series of psycho-social developmental stages. These developmental stages are accompanied by certain pressing "life tasks" that become important to the adult as a result of biological, sociological, and psychological changes. The prominent tasks of each stage dramatically affect the educational and career interests of adults. This section on the adult student summarizes briefly the research to date on the learning characteristics and developmental stages which relate to the educational and career needs of the adult student.

Characteristics of the Adult Learner

Malcolm Knowles has formulated a theory of adult learning which takes into account what is known from experience and research about the unique characteristics of adult learners. This theory contains four salient points:

1. As a person grows and matures his self-concept moves from one of total dependency to one of increasing self-directedness. As this happens there is an increasing psychological need to be perceived by others as self-directing. When adult learners find themselves in a situation where they are not allowed to be self-directing, they experience a tension between the situation and the self-concept which may result in resentment and resistance to the learning situation.

2. As persons mature they acquire an increasingly rich and varied background of life experiences. For the adult these experiences define who he/she is. Therefore it becomes increasingly important for the facilitators of adult learning to convey their respect for people by making use of their experience as a resource for learning. This calls for a change from traditional teaching that emphasizes transmittal techniques to experiential techniques which utilize the experience of the learners and involve them in analyzing their experience.

3. As persons mature their readiness to learn is decreasingly the product of their biological development and academic pressure and increasingly the product of the development tasks required for the performance of their evolving social roles. Thus the timing of learning and career development experiences that coincide with the learner's developmental tasks is critical.

4. As persons mature, their time perspective toward learning changes from one of postponed application to one of immediate and practical application of learning for coping with current life problems which arise out of the life tasks of various developmental stages. This calls for an emphasis on problem-centered learning as opposed to purely subject centered learning.

Adults, in general, experience many psychological difficulties upon re-entering a formal educational setting. Memories of past learning experiences may be painful and cause the person to avoid formal learning situations. Many adults are not prepared for self-directed learning and yet may have negative feelings about highly directed learning. Many adults suffer from a "self-concept block" which prevents the seeing of themselves as being able to profit from education. Some encounter "generativity block" which inhibits their ability to see themselves as capable of increased intellectual functioning (a common myth).

Often times learning itself poses a serious threat to the person who is desparately trying to hold on to values and beliefs that were adequate in earlier years. Reappraisal of values, alterations in personal life style patterns, and the realization that time is becoming limited sometimes lead to feelings of despair and loss of self worth.

Adult students who are disadvantaged or members of a minority group often labor under a history of frustration and failure along with environmental and emotional handicaps. They frequently suffer from negative self-image, lack of effective communication skills, and attitudes and behaviors that cause them to see themselves as helpless in altering their environmental conditions.

Adults who are big-city residents, black, poor, or who have a low level of education possess comparatively fewer basic occupational skills and knowledge of occupational information than other adult students. These people typically need a great deal of assistance in evaluating their career and educational needs.

While most adults express very pragmatic educational goals, those without any college experience (as opposed to those with some college) are more interested in the material benefits of education. They want learning experiences which are practical in terms of preparing them for better jobs, higher incomes, and getting ahead in the world. They generally perceive more barriers to education than their better educated peers such as cost, transportation, lack of information, and lack of interest and self-confidence.

Brief Characterization of the Adult Life Stages

Life stages are age-linked periods of transition and then stabilization embedded in the experience of living. Each life stage is a time period in which certain concerns are salient and during which certain adaptive tasks influence greatly the educational and career interests of the person. The adaptive tasks provide a "teachable moment" for those learnings which can help adults cope effectively with the particular tasks they face at a

given life stage as they make the transition into the stage and then stabilize for the period. The table below provides a summarization of the significant research on adult developmental stages. It delineates rough age approximations for each stage although research indicates there is a great deal of individual variability.

Life Phase	Major Psychic Tasks	Marker Events	Characteristic Stance
Leaving the Family (16 or 18 to 20-24)	Separate self from family; reduce dependence on familial support and authority; develop new home base; regard self as an adult.	Leave home, new roles and more autonomous living arrangements; college, travel, army job. Initial decisions about what to study, career, love affairs.	A balance between "being in" and "moving out" of the family.
Getting into the Adult World (early 20's to 27-29)	Explore available possibilities of adult world to arrive at initial vision of oneself as an adult. Fashion an initial life structure; develop the capacity for intimacy, create a dream; find a mentor.	Provisional commitment to occupation and first stages of a career; being hired; first job; adjusting to work world; quitting, being fired; unemployment; moving; marriage; decision to have a child; child goes to school; purchase of a home; community activities; organizational roles.	"Doing what one should." Living and building for the future; transiency is an alternative track.
Age 30 Transition (late 20's; early 30's)	Reexamine life structure and present commitments; make desired changes, particularly to incorporate deeper strivings put aside in the 20's.	Change occupation or directions within an occupation; go back to school; love affair; separation; divorce, first marriage; remarriage.	"What is life all about now that I'm doing what I should? What do I want out of life?"
Settling Down (early 30's)	Make deeper commitments; invest more of self in work, family and valued interests; for men and career women, become a junior member of one's occupational tribe; set a time-table for shaping one's life vision into concrete long-term goals; parenting.	Death of parents; pursue work, family activities, and interests; children old enough for mother to return to school.	Concern to establish order and stability in life, and with "making it," with setting long-range goals and meeting them.

Life Phase	Major Psychic Tasks	Marker Events	Characteristic Stance
Becoming One's Own Person (35-39; or 39-42)	Become serious member of occupational group; prune dependent ties to boss, critics, colleagues, spouse, mentor. Seek independence & affirmation by society in most valued role. For woman whose first career is in the home, a growing comfort with family responsibilities and independence to seek valued interests and activities.	Crucial promotion, recognition; break with mentor.	Suspended animation; waiting for the confirmatory event; time becomes finite and worrisome.
Mid-Life Transition (early 40's)	Create a better fit between life structure and self, resolve experience of disparity between inner sense of the benefits of living within a particular structure and what else one wants in life.	Change in activities from realization that life ambitions might not develop; change of career; remarriage; empty nest; a second career for women whose first career was in the home; loss of fertility; death of friend, sibling or child.	Awareness of bodily decline, aging, own mortality; emergence of feminine aspects of self for men, masculine aspects for women.
Restabilization (a three-year period around 45)	Enjoy one's choices and life style.	Become a mentor, share knowledge and skills with younger friends and associates, contribute to the next generation, develop new interests or hobbies; occupational die is cast for men.	
Transition into the 50's (late 40's to mid-50's)	Another reexamination of the fit between life structure and self; need for redirection, a whole new beginning for some.	Last chance for women to have a career, or vigorously pursue a deferred life goal or interests-family crises, home duties diminished, change in husband's job status.	An imperative to change so that deferred goals can be accomplished.- "It is perhaps late, but there are things I would like to do in the last half of my life."
Restabilization, Mellowing and Flowering (late 50's, early 60's)	Accomplishing important goals in the time left to live.	New opportunities related to career and valued interests; personally defined accomplishments.	A mellowing of feelings and relationships, spouse is increasingly important, greater comfort with self.
Life Review, Finishing Up (60's and beyond)	Accepting what has transpired in life as having worth and meaning; valuing one's self and one's choices.	Retirement of self and spouse; aging; death of friends, spouse and self.	Review of accomplishments; eagerness to share everyday human joys and sorrows; family is important; death is a new presence.

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CAREER ADVISING

Johnnie H. Miles

The choice of a career is one of the most important decisions an individual can make. It can determine how time will be spent, who will be friends, what values will be adopted, and the pattern of family living (Tolbert, 1974). It is often assumed that choosing a career is a one-time decision. However, it is not but it is a process that is made up of numerous decisions over a period of time.

Although the decision is a crucial one, it is often made haphazardly with little thought and planning involved. According to Tolbert (1974), the actual amount of consideration given to career planning may be less than that given to buying a pair of shoes. The comment was made in reference to high school age students but is considered valid for adult students as well.

Planning for a career is particularly important in our society today. We are faced with extreme economic conditions and technological changes which are rapidly altering the world of work. Unskilled jobs are decreasing, service jobs are increasing, and new occupations are appearing that require specialized training. If an individual is planning to enter the world of work or change occupational directions, it should be accomplished carefully and thoughtfully and with the help of all the resources available to the individual.

Such planning is crucial for the adult student due to timing. Unlike secondary students, they generally have other responsibilities that need to be considered at the same time. Nonetheless, conscientious planning is a must and will increase the potential of success for the adult student.

Teachers can provide effective help during this critical developmental phase of adults. They can achieve the task through career advising. Advising is a process of giving information or counsel regarding a decision or course of conduct. A career is a sequence of work and non-work activities in which one engages throughout their life spans. Career advising, then, is the process of providing information and assistance to individuals as they make decisions over the life span.

Career advising can assist adult students in understanding their aptitudes, abilities, and interests; in familiarizing them with the variety of alternatives open to them; and to help them understand that occupations relate not only to their personal needs but also to those of society.

Teachers can provide career advising by becoming familiar with the materials and resources needed by adult students. They can then share that information with students by incorporating it within the regular instructional program or by designing special workshops and seminars.

In other words, the teacher can teach students the information needed to make valid decisions. In addition, teachers may use the information to answer questions of adult students.

The role of the teacher in career advising involves the following:

1. Sharing information with students.

2. Teaching students how to make decisions.

3. Raising crucial questions about career directions.

4. Encouraging students to think about and consciously plan for life experiences.

5. Designing classroom experiences to provide students with skills and information.

As you can see, career advising is closely related to instruction and teaching.

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THE PROCESS OF REFERRAL

Johnnie H. Miles

OBJECTIVES:

1. To inform teachers that assistance is available to them in advising adult students.
2. To increase awareness of teachers of the factors involved in the referral process.
3. To acquaint teachers and students with the types of referral services available in their communities.

DISCUSSION:

The material and exercises in the Career Advising of Adults manual encourages teachers of adults to be a real resource for their students. Teachers are challenged to learn and use the data presented to assist students in making life/career decisions. A premise underlying the development of this manual is that the teacher is in a unique position to identify the students in need of assistance and is capable of responding to most of those needs. However, there may be some adult students who are facing decisions which may require extensive attention by a professional helper. In these situations, teachers are not alone. They have access to professional helpers in a variety of settings. As an example, if students want to assess their abilities for a specific occupation, they could be referred to a vocational counselor.

Referral is a procedure through which an individual or group is transferred to another person or agency for assistance (Shertzer and Stone, 1966). The process is set in motion when the teacher realizes that student(s) need specialized assistance beyond that which they can give. The teacher would then act to identify the most appropriate agency or individual to provide that service.

Numerous resources are available in communities and they vary depending upon the size and nature of the area. Each teacher is encouraged to explore their area and establish a file of referral services and/or establish a collaborative relationship with a local counselor and use his/her file.

The types of resources relative to career development concerns are extensive. Listed below are representative services, but by no means an exhaustive list:

High School Counselor
Community College Counselor
Mental Health Agencies
Family Service Agencies
Church-Sponsored Services
Employment Service Agencies
Community Agencies (YMCA)
Vocational Education Programs
Career Information Hotline

The teacher alone cannot provide all the services requested and needed by students. Other resources are available in schools and in the community to help meet needs of adults. With this in mind, the teacher should never feel alone.

TOPICS FOR DISCUSSION:

1. Check to see if the school has an established resource file for referral purposes.

2. Engage students in a discussion on availability of resources in the community. Brainstorm and list all the agencies that provide career-related services. Group the listings into broad categories, i.e., job-related, training opportunities, etc. Develop a referral file complete with name, address, and phone number of the agency and the name of a contact person as well as a list of services offerred.

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LIFE/CAREER ASSESSMENT

CAREER/LIFE PLANNING

Jane H. Walter

OBJECTIVES:
1. To review past personal and career experiences as guide for future directions.
2. To identify similarities and differences in career and personal development stages.
3. To fantasize life long planning.

DISCUSSION:

Career/life planning today requires extensive and frequent attention. While certain occupational areas have expanded, others have become obsolete. In addition to the changing work force, personal and societal pressures vary significantly at different stages of an individuaal's life. The very necessity of broadening the definition of career plannings emphasizes its essential link to personal fulfillment.

EXERCISE:

1. The instructor distributes the Career/Life Planning Worksheet. On each line the student is asked to put an "X" to represent the present.

2. Significant events from birth to the present ("X") should be written in chronologically. Indicate also the expected time of death.

3. Future planning should be noted in terms of the following segments:

   a. One year from today.

   b. Five years from today.

   c. Ten years from today.

   d. Pre-retirement

4. Examine past and projected differences between personal and career development.

5. Ask participants to share insights with the group.

Material. Career/Life Planning Worksheet and pencil

Time. 50 minutes

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CAREER/LIFE PLANNING
WORKSHEET

Birth _____ Death

Personal Development

Launching _____ Descending

Career Planning

PROBLEM-SOLVING/DECISION MAKING

Martha Ives Stephenson

OBJECTIVES: 1. To provide an opportunity to learn a 5-step strategy in decision-making.

2. To practice the strategy by evaluating a career/life goal.

DISCUSSION:

The process of problem-solving/decision-making is a skill. It is learned and improved with practice. The more problems you solve, the more decisions you make the better you become at doing it. Like any other skill, there are certain techniques which will help you to master the process.

Richard Henderson and Waino Soujanen in their book The Operating Manager and Charles Moore in his book The Career Game described the problem solving/ decision making process.

They basically agree that there are essentially five(5) major steps to the process:

Problem Solving

I.	Problem Identification	=	Recognition of the problem's existence	=	Identifying what you are deciding about
II.	Problem Analysis	=	The what, when, why where, how, and who of the problem	=	All the factors involved in the problem
III.	Problem Solutions	=	Identifying resources developing alternative solutions	=	Identify ideal or preferred solution(s) make inventory of available resources
IV.	Select An Alternative	=	Commit resources to a course of action	=	Choose solution closest to ideal with least expenditure of resources
V.	Implement the Solution	=	Positive action toward goal attainment	=	Take prompt action re-evaluate as time passes and correct action as necessary*

*This may bring you back to Step I of process.

EXERCISES:

1. Directions To Teachers
   - Participants should have been alerted to bring a list of career/ life goals to this session. These will be used as the basis for the exercise using the 5-Step Method
   - See Discussion tips

2. Guidelines For Participants

- Using the career/life goals which you have generated previously, use the 5-Step problem-solving/decision making process to decide the best path to accomplish your goals. A "5-Step Method Check List" is provided as a guide.

3. Materials

- Chalkboard or transparencies with 5-Step Method outlined
- Notebooks
- Pencils
- Copy of "Check List" for each participant

4. Time

At least 2 hours for presentation, discussion, exercise, and exercise follow-up.

5. Discussion Tips

- Have participants work through a sample problem as a group using the 5-Step Process. Small groups may work together and report back to larger group if the number of participants is larger than 20.
- Emphasize the advantage of participants' writing down their ideas as requested in each step.
- Demonstrate the brainstorming technique - Time limit forces the best ideas under "rapid fire" conditions.

REFERENCES

Henderson, R. I. and Soujanen, W. W. The Operating Manager. Englewood Cliffs, NJ: Prentice-Hall, 1969. Chapters 10 and 16 give an excellent discussion of the problem-solving/decision-making process.

Moore, Charles, The Career Game

NTL Learning Resources Corporation, A Problem-Solving Program for Defining a Problem and Planning Action. Washington, D.C.: 1969. A programmed instruction approach to training oneself in problem-solving.

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A 5-STEP METHOD CHECK LIST

Step I - Problem Identification

- Define the problem at hand
- Each decision has a problem at its base
- State problem as a question

Step II - Problem Analysis

- Does the problem have several parts - sub-divide
- Are there other persons involved
- How do you relate to them

Step III - Problem Solutions

- Identify ideal or preferred solutions
- Make an inventory of your resources, i.e., all those things you have working for you to attain your ideal or preferred solutions
- Develop alternate solutions
- Brainstorm - Reject no solution
- Test each alternative
  Suitability - Will it solve problem
  Feasibility - Will it work
  Acceptability - Is it an acceptable solution

Step IV - Select an Alternative

- Rank the Alternatives
  - How closely does it completely satisfy your goals
  - How many resources will it consume to accomplish it
- Remember - the solution which expends the least resources while accomplishing the job is your choice
- Solutions which rank closely may be analyzed by dividing a sheet of paper into two columns; list the "pros" and the "cons" for each alternative - this should assist your reaching a final choice

Step V - Implement the Solution

Develop a plan of action to implement your decision promptly

SELF ASSESSMENT

Al Hesser

OBJECTIVES:
1. Assist adult learners in developing an awareness of their vocational needs.
2. Assist adult learners in developing an awareness of their vocational values.
3. Assist adult learners in developing an awareness of their vocational interests.

DISCUSSION:

Vocational Development is a lifelong process through which the individual forms a variety of traits in relationship to life work roles. In conjunction with vocational development, self assessment involves the gathering of personal information as part of the vocational planning process. By definition, self assessment may be described as the act of identifying and appraising personal work traits as a preface to vocational exploration and decision-making. The module was constructed to familiarize the teacher with exercises that can be employed to help the adult learner evaluate the following traits: needs, values, and interests.

Key Definitions

1. Self Assessment: to identify and appraise one's personal work traits.

2. Work Traits: work-related personal characteristics i.e., needs, values, interests and abilities.

3. Needs: personal conditions which provoke the individual to take action which is intended to attain satisfaction.

4. Values: prized features associated with an activity which determines how worthwhile, desirable and important the activity is.

5. Interests: personal attitudes which reflect an individual's likes and dislikes.

6. Abilities: personal skills which represent an individual's capacity to perform certain activities.

Materials

Personal Handout 1. Work Needs Exercise, derived from "Murray's (1938) Needs List."

Personal Handout 2. Work Values Exercise (Hesser, 1981) derived from "Holland's (1973) Career Types."

Personal Handout 3. Career Club Exercise, (Hesser, 1981) derived from "The Party Exercise" (Bolles, 1975).

Personal Handout 4. Occupational Finder, Holland (1972) (Obtain from local Community College).

Supplementary Handout 1. Dictionary of Occupational Titles, U.S. Dept. of Labor (1977).

Supplementary Handout 2. Occupational Outlook Handbook, U.S. Dept. of Labor (1980).

Guidelines

1. A brief overview of the work traits assessed will precede the instructional explorations for each exercise. Teachers are advised to become familiar with the definitions and essential content of each overview in order to be able to integrate the basic ideas in an introductory lecturette.

2. The teacher should physically subdivide the group into work-teams consisting of 4 members.

3. Each work-team should be supplied with one set of supplementary materials. (See Materials).

4. The teacher should float from team-to-team to assist and guide group members as they participate in the exercises.

5. Recommended outline:

   A. Introduction

      1. Cite purpose of self assessment process

      2. Identify objectives

      3. Briefly review the sessions content

   B. Lecturette

      1. Define Terms

      2. Discuss and integrate concepts

   C. Self Assessment Exercises (Needs, Values, Interests)

   D. Group Discussion

      1. Brief individual reports of findings

      2. Questions and Comments

   E. Wrap-up/Summary

6. To be able to complete the module in one classroom session have students do the "Work Needs" exercises as a homework assignment.

Vocational Needs

Concept Needs refer to personal conditions which move a person to act. For example, a person who is in a state of thirst probably has a need for water. This need should motivate the individual to seek a drink of water. If this occurs, the person will no longer be thirsty and his need for water will be temporarily satisfied.

Vocational needs can be divided into lower and higher levels. Lower needs are fundamental and pertain to concerns such as obtaining work in order to acquire food, drink, housing, and clothing. In short, these needs are associated with essential survival and security. Upper level, vocational needs are related to identifying and securing work that serves to increase self-esteem and/or provide opportunity for the development of one's vocational potential.

Work Needs Exercise This assessment exercise is concerned with work needs which are psychological and social (rather than biological) in nature. Incorporating a modified version of Murray's (1938) Needs List, the activity is designed to assist the individual to conduct a personal survey with regard to fourteen major need-types. When completed, the individual should be able to: (1) Recognize which of the following work needs are of greatest personal significance and (2) Identify specific jobs which might relate to those needs considered to be of highest importance. Read the definitions of the work needs listed below. Rate each work need according to its degree of importance to you. Use the following scale in making your ratings:

1 = unimportant in my choice of vocation
2 = somewhat important in my choice of vocation
3 = very important in my choice of vocation

Place the number corresponding to your rating in the space to the left of each work need.

_____ 1. Attainment: to be recognized for having achieved excellence in a highly prestigious vocational field.

_____ 2. Dominance: to be a leader in a work setting who has influence and control over other workers.

_____ 3. Endurance: to engage in work which calls for mental and/or physical persistence (toughness).

_____ 4. Order: to conduct work which demands neatness, organization and planning.

_____ 5. Self awareness: to perform work which necessitates understanding one's own behavior and its affect upon others.

_____ 6. Nurture: to seek work in a setting where one provides care for another.

_____ 7. Belonging: to be a work setting where one is a member of a clearly defined work-team.

_____ 8. Recognition: to work in an environment where one receives the immediate attention of others.

_____ 9. Independence: to work by oneself, free of others values, expectations and directions.

_____10. Assertion: to work in an environment where it is necessary to challenge and confront others.

_____11. Variety: to work in an environment that features change and a flexible routine.

_____12. Support: to work in an environment which enables one to get sympathy and affection from others.

_____13. Subordination: to be employed in a situation which calls for following the lead of another.

_____14. Unisex: to work in an environment where there is a mixture and an equal number of men and women.

Having completed your ratings, from those which you consider to be most important to your vocational choice, identify the three which you believe are the most important and list them in the spaces provided below. On the blank lines to the right of your top needs, identify two occupations that you think would meet the main needs which you've just listed. If you have difficulty identifying specific occupations, you are encouraged to ask other group members for suggestions.

Top Needs

1. _____

2. _____ (1) _____ (2) _____

3. _____

Vocational Values

Concept Work values are closely related to work needs. The latter concept is associated with satisfaction, whereas work values influence how much importance we assign to different features of work. By conducting a personal appraisal of one's work values, an adult can learn to place into clearer perspective the relative significance attached to various aspects of work. If persons are aware of what they consider to be important work elements, they are in a better position to examine any given work setting to see if these features are present.

Work Values Exercise This exercise incorporates Holland's (1973) notion of career types. It was designed to evaluate broad values which are work atmosphere related. When completed, the adult should have a better appreciation for personal work values as applied to six general types of work environments.

Carefully read the work atmosphere descriptions below:

_____ A. Realistic Work Atmosphere: people in this type of work setting place value upon using their athletic and/or mechanical abilities. They prize working with objects, tools, machines, plants or animals. They treasure working outdoors.

_____ B. Investigate Work Atmosphere: workers in this setting place high value on observing, studying, learning, analyzing, evaluating and problem-solving through scientific thinking.

_____ C. Artistic Work Atmosphere: workers in this environment cherish artistic, creative and expressive skills. They value working free of rules and regulations and like to use their free imaginations.

_____ D. Social Work Atmosphere: in this environment, workers value being in contact with people by informing, helping, training, developing or caring for them. These workers are skilled at talking with the people they serve.

_____ E. Enterprising Work Atmosphere: this work environment features individuals who find it worthwhile to influence, persuade, or perform for others. They value managing or leading others in order to attain organization goals or profit.

_____ F. Conventional Work Atmosphere: workers value dealing with data, performing clinical and/or numerical tasks. They also prize carrying out instructions and working with fine details.

Now that you have read the descriptions of the six work atmospheres cited above, please indicate on the blanks provided the degree of importance which each holds for you. To accomplish this rank them in accordance with your values with 1 = highest value and 6 = lowest value.

Vocational Interests

Concept According to John Holland (1973) there is a strong association between vocations chosen and personality. A major principal of his theory is that specific vocations are appealing to people who have similar personality traits. Holland believed that measurements could be devised to assess vocational interests, which he considered to be personality traits. It was his position that work stability and achievement were related to the degree of similarity between the worker's personality and the work environment.

Holland cited six major personality types: (1) Realistic, (2) Investigative, (3) Artistic, (4) Social, (5) Conventional and (6) Enterprising. Similarly, he envisioned six different kinds of vocational environments carrying the same labels. In this model, a good vocational choice for an individual would be one which resulted in a suitable match between work setting type and personality type.

Work Interests Exercise: The Career Club This activity was developed as an alternate version of the "Party Exercise" created by Bolles (1978). Upon completing this exercise the adult learner should be able to identify one primary and two secondary vocational interest areas; and three specific occupations which are in harmony with these vocational interest(s).

To begin, assume that you have just returned to the U.S.A. after spending two years in South America in the Peace Corps. Furthermore, you have moved into a new community and are temporarily unemployed. In order to meet new people, make new friends, and make potential job contacts, you have joined six career clubs: (1) The Realistic (R) Club, (2) The Investigative (I) Club, (3) The Artistic (A) Club, (4) The Social (S) Club, (5) The Enterprising (E) Club and (6) The Conventional (C) Club. In the six boxes below are provided general descriptions of the types of workers registered with each club. The descriptions include examples of the broad club members. Read the content of each box carefully in order to acquaint yourself with each club's membership.

The "R" Club
Occupational Field Examples Mechanics Agriculture Animal Service Nature/Outdoors Military Adventure
Specific Occupations Aircraft Mechanic Carpenter Forest Ranger Police Officer Truck Driver Machinist Military Officer Farmer Phys. Ed. Teacher

The "I" Club
Occupational Field Examples Science Mathematics Medical Science Medical Service
Specific Occupations Engineer Computer Programmer Dental Hygienist Medical Lab Technologist Dentist Physician Veterinarian College Professor Psychologist

The "A" Club
Occupational Field Examples Performing Entertaining Art Writing
Specific Occupations Architect Artist Photographer Interior Decorator Librarian Florist Newspaper Reporter Musician Entertainer

The "S" Club
Occupational Field Examples Domestic Arts Social Service Child Care Teaching Religious Activities
Specific Occupations Registered Nurse Social Worker Priest/Minister Schoolteacher Dental Assistant Funeral Director Physical Therapist Chiropractor Guidance Counselor

The "E" Club
Occupational Field Examples Business Management Law/Politics Merchandising Public Speaking Sales
Specific Occupations Realtor Barber Travel Agent Personnel Director Lawyer Life Insurance Agent Pharmacist Purchasing Agent Dept. Store Manager

The "C" Club
Occupational Field Examples Office Practices Clerical Work Food Service
Specific Occupations Accountant Bank Teller Cafeteria Worker Keypunch Operator Mail Carrier Secretary Beautician Credit Manager Innkeeper

After familiarizing yourself with the various club memberships, further assume that due to relocation, your unemployed status and running into unexpected expenses; you are experiencing considerable financial strain. Consequently, you find it necessary to drop out of three of the six clubs you have joined. Basing your decision upon the kind of people you like to be with and the things you like to do, indicate which of the three clubs you will leave by placing an X through each club with which you have terminated your membership. Of the remaining three clubs with which you are still affiliated, rank order your preference towards them by placing one of the appropriate letters (R,I,A,S,E,C) in each of the three blanks appearing immediately below:

_____ First (Like Best) _____ Second _____ Third

A question to check at this point is "How does your three letter code compare with your responses to The Work Values Exercise results?"

With the three letters you have just placed in an ordered sequence, you can now look up specific occupations of interest by using the Occupations Finder (Holland, 1972). This reference lists 456 of the most common occupations in a system that uses the code letters R,I,A,S,E,C. Within the Occupational Finder you will notice that specific occupations are classified under a three-letter code system. Referring back to your three-letter code, you can go through the Occupational Finder and identify those occupations that fall under the same code.

Now that you have become acquainted with specific occupational options under your three letter code, it is suggested that you freely explore through your Occupations Finder. As you do so, note the occupations of interest that uppear under other three letter codes. After you have completed this exploratory activity, make a list (see below) consisting of the three occupations of greatest interest to you which you would want to investigate further. As you form your list, you are advised to write down your main similarities with people who work in these positions.

Occupations-of-Interest	Main Similarities with Workers in Occupations	Six-Digit Code Number
1.		
2.		
3.		

Directing your attention back to the Occupations Finder, you will notice that each occupation listed is accompanied by a six-digit number. For example, under Code RIA, the occupation "Architectural Draftsman" is listed with the number 017.281 appearing to its right. You can use this number to gain further information on your three occupations-of-interest by looking into The Dictionary of Occupational Titles and The Occupational Outlook Handbook. As a reminder to yourself, enter the six-digit numbers in the spaces provided across from each occupation-of-interest listed in the box above.

Vocational Abilities

Concept Work abilities can be appraised by inventorying characteristics such as achievements, aptitudes, talents and skills. As with other work traits, people differ in the abilities they possess. To illustrate, one person may excel in performing tasks requiring hand-eye coordination whereas another individual may have talent in creating muscial compositions, various jobs demand different types, levels and combinations of abilities. For people involved with vocational planning, being able to identify personal abilities in relationship to job skills required is an important aspect of reality testing (considering the practical dimensions of a vocational preference).

Work Abilities Exercise Surveying work abilities can be a complex task. Therefore, in order to do justice to such an endeavor the adult student, who is interested in pursuing this further, should be referred to a skilled guidance counselor for assistance.

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Holland, J. C. The occupations finder. Palo Alto, California: Consulting Psychologists Press, 1972.

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Murray, H. A. Explorations in Personality: A clinical and experimental study of fifty men of college ave. New York: Oxford University Press, 1938.

U.S. Department of Labor, Dictionary of Occupational Titles, 4th ed., vols. I and II. Washington, D.C.: Government Printing Office, 1977.

U.S. Department of Labor, Occupational Outlook Handbook, 1980-1981. Washington, D.C.: Government Printing Office, 1980.

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MID-LIFE CAREER CHANGE

Judith Dorr Homer

OBJECTIVES:

1. To acquaint teachers and students with areas to investigate when considering a mid-life career change.
2. To provide a structure for planning a mid-life career change.

DISCUSSION:

Currently, more and more adults are considering a career change. In this discussion, a career is defined as work that an individual participates in, whether or not one is paid. Thus, this section is appropriate for: 1) a full time homemaker considering entering the labor force; 2) someone currently in labor force considering a change in location or field; 3) someone leaving the labor force and considering pre-retirement planning.

Changing careers is not something to be done without planning. Many people have come to regret leaving a position prematurely. A very important step is to consider your current career as one of your options and examine the potential for enhancing that option. In other words, feeling bored in a career may or may not be an appropriate reason to change. In order to come up with options and make wise choices, information gained from previous sections, such as self assessment, need to be considered.

EXERCISE:

Fantasize Your Options and Plan for Gathering Information

Directions to Teachers.

1. Ask group to relax and think of their abilities, strengths, and previous work experience. Then, ask them to relax even more and dream of what they would enjoy doing in their future lifework. Explain that for now they are not to eliminate options for any reason. Continue to encourage them to relax and dream. After about 10 minutes ask them to stop and write down at least four ideas that had come to them.

2. Distribute five sheets of paper to each participant with the following words or phrases spaced along one side:

   (a) Option

   (b) Information Known

   (c) Pros

   (d) Cons

   (e) Action Needed

3. Ask each participant to list on one sheet their current life work and on next sheets list other options they had come up with during the fantasy.

4. Have each participant complete the other sections on the page with information already known.

5. Discuss ways they might gain other needed information before making a decision. For example, occupational literature, interviewing people in that field, and contacting schools that offer needed courses might be suggested.

6. Encourage participants to help each other find information.

7. Evaluate and determine which option is the most appropriate for you based on needs for career change.

Guidelines for Participants and Discussion Tips.

1. Really dream during fantasy.

2. Be certain to include your current career as people often abandon a career without considering how it could be enhanced.

3. Be certain to use self assessment findings during this section.

Materials.

5 sheets of paper with words and phrases as previously described typed along the side per participant.

Time.

30 - 45 minutes.

REFERENCES

Arbeiter, Solomon. 40 Million Americans in career transition: The need for information. New York: College Entrance Examination Board, 1978.

Haldane, Bernard. How to make a habit of success. Washington, D.C.: Acropolis Books, 1975.

Jackson, Tom. 28 Days to a better job. New York: Hawthorne Books, Inc., 1977.

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Judith D. Homer is the past Director of the Lifespan Center at Salem College and is currently a doctoral student in Counselor Education at Virginia Tech.

CAREER INFORMATION

INFORMATION SOURCES

Juanita K. Snipes and Cynthia A. Ressler

OBJECTIVES:

1. To acquaint persons with occupational information.
2. To enable persons to identify occupational information sources.
3. To enable persons to use occupational information as a component in the career decision making process.

DISCUSSION:

Occupational information is any information about jobs that a person can use in career planning. There are several reasons why it is important for persons to be aware of occupational information: (1) Occupational information is one of the components in career decision making. (2) Occupational information enables a person to explore job alternatives. (3) Occupational information helps a person assess an occupation in terms of specific requirements and conditions in order to relate the occupation to the person's strengths and weknesses and personal preferences. (4) Occupational information helps a person plan a career as well as make career changes.

The following is a limited list of basic resources on occupational information, including both national and Virginia data:

A. Printed

1. The local classified telephone directory(ies) which can be obtained from the business office of the telephone company.

2. The latest edition of the Occupational Outlook Handbook.

3. The Dictionary of Occupational Titles and the latest supplement to it.

4. Classified ads from the local newspaper(s).

5. The Health Careers Reference Manual (Virginia).

6. The Directory of Licensed Occupations in Virginia.

7. The Directory of Virginia Apprenticeship Occupations.

8. U.S. Department of Labor, May 1980 Pamphlets:

   Jobs for Which You can Train Through Apprenticeships
   Jobs for Which You can Qualify If You're a High School Graduate
   Jobs for Which You can Qualify If You're Not a High School Graduate
   Jobs for Which You Probably Will Need a College Education

9. 1980 Wage Rates and Fringe Benefits (Virginia).

10. Virginia 1982 Industrial and Occupational Employment Projections for the State and Six Metropolitan Areas.

B. Agencies

1. Local Virginia Employment Commission Offices.

2. Local Regional Rehabilitative Services.

3. The regional apprenticeship directors.

4. The regional CETA offices.

5. The Career Information Toll-Free Hot Line (1-800-542-5870).

6. Counselor/Career Centers.

C. Individuals

1. Persons employed in specific occupations.

2. Employers.

D. Locations of Resources

1. Libraries.

2. Secondary Schools.

3. Community Colleges.

4. Women's Resource Centers.

5. Information and Referral Centers.

EXERCISES:

Direction to Teachers

The teacher should obtain specific information (names, addresses, telephone numbers) on agencies, individuals, and local resources. A visit to the local agencies would be very helpful.

Guidelines for Participants

1. Brainstorm about occupational information.

2. Discuss and have class agree on a definition for occupational information.

3. Display and explain occupational information sources listed in the "Discussion" section. Relate the sources to the class definition.

4. Persons pick a source and explain how it is considered occupational information according to the class definition.

5. Re-evaluate the class definition to see whether it is still valid.

6. Based on self-assessment, each person will choose one occupation and locate it in several occupational information sources. Include printed sources as well as identified agencies.

7. Discuss where materials are located in the community.

8. Discuss the new information the person learned about the occupation. Discuss how this information changed the person's perception of the occupation as to its suitability.

   (Example: an occupation has certain education requirements.
   an occupation requires a person to work outdoors.
   an occupation outlook is encouraging for the next year.)

Juanita K. Snipes and Cynthia A. Ressler are Research Associates with the Virginia Occupational Information Coordinating Committee.

JOB DESCRIPTION AND REQUIREMENTS

Juanita K. Snipes and Cynthia A. Ressler

OBJECTIVES:

1. To enable persons to analyze occupations according to job descriptions and job requirements by using occupational briefs.
2. To enable persons to identify the components of an occupational brief, including nature of the work, working conditions, place of employment, training, other qualifications and advancements, employment outlook, earnings and related occupations.
3. To enable persons to compare their stated preferences concerning working conditions, place of employment, training levels, and job descriptions to the same specifics in an occupational brief.
4. To enable persons to identify occupations related to their stated preferred occupation.

DISCUSSION:

A person's choice of an occupation is more likely to be satisfactory if the choice is made on the most accurate, reliable, and complete information available. One source for part of this information is an occupational brief. In order to use the information in an occupational brief, the person needs to analyze the brief, examining the nature of the work, working conditions, training, and other qualifications and advancement, employment outlook and earnings. (Outlook and earnings are discussed in the unit following.) For this analysis to be meaningful to the person, the person must compare personal preferences from a self-assessment to the information from the brief. Only then can the person evaluate occupational information in terms of personal choices. Analysis of related occupations will provide a person with a wider choice of occupations.

EXERCISES:

Directions to Teachers

The exercises in this section can be carried out over a number of class periods. Students can work individually or in groups depending on the materials available and the size of the class.

Guidelines for Participants

1. Indicate YES or NO by each of the following work conditions to state your preference about some working conditions.

YES	NO	
		I prefer to work indoors
		I prefer to work outdoors
		I prefer to work alone
		I prefer to work with people
		I prefer to work regular hours (shifts)
		I prefer to work shift work with varying shifts
		I prefer a job that requires physical activity
		I prefer a job in which I sit primarily

YES	NO	
		I prefer a variety of activities in my job
		I prefer routine work
		I object to a noisy work place
		I prefer a job in which I am not exposed to hazards
		I do not object to hazardous work
		I prefer to take Instructions
		I prefer to supervise others
		I like to work under pressure
		I do not like to work under pressure

Choose an occupation that you would like. Read about the occupation in the Occupational Outlook Handbook. Match your choice of working conditions to the working conditions listed in the Occupational Outlook Handbook. Decide whether this occupation is still acceptable to you based on the working conditions associated with the occupation.

2. Indicate YES or NO by each of the following places of employment to state your preferences.

YES	NO	
		rural area
		urban area
		manufacturing plant
		office
		retail store
		government agency
		school
		hospital
		small business
		large business
		research firm
		bank
		transportation industry
		mine
		construction
		hotel, motel
		farm
		homes
		correctional institution

Choose an occupation that you would like. Read about the occupation in the Occupational Outlook Handbook. Match your choices of places of employment with those listed in the Occupational Outlook Handbook. Decide whether the occupation you selected is still acceptable to you based on the place of employment.

3. Discuss and define the following:

on-the-job training
apprenticeships
licensed occupations
vocational/technical training
associate degrees
bachelors degree
certificate/diploma
professional and graduate degrees

Identify two occupations for each category and list a specific place where a person would receive the necessary training.

4. State the level of training you think is necessary for an occupation of your choice. Use the Occupational Outlook Handbook and the Education for Selected Occupations Chart to verify the type training you stated. Determine if there are other types of training applicable to that occupation.

5. Hand out the following examples of qualifications necessary for an occupation from the Occupational Outlook Handbook.

   p. 369 Dental Hygienist
   p. 181-182 Teacher Aide
   p. 219-220 Electrician

   Discuss the different types of qualifications for different occupations from these samples.

Materials

Occupational Outlook Handbook, "Educational Requirements for Selected Occupations Chart," Directory of Post-Secondary Educational and Training Opportunities.

Time

two 30 minute periods.

Discussion Tips

Have the students relate this section to the self assessment section.

In the discussion of preferred occupations, be certain to respect the capabilities and values of the participants. Lead the discussion so that equal value is given all levels of educational preparation as well as types of occupations.

Juanita K. Snipes and Cynthia A. Ressler are Research Associates with the Virginia Occupational Information Coordinating Committee.

Places of Employment

About 35,000 persons worked as dental hygienists in 1978. Many are employed part time. Most work in private dental offices; some may contract their services to several dentists or dental offices. Public health agencies, school systems, industrial plants, clinics, hospitals, dental hygiene schools, and the Federal Government are other sources of employment for dental hygienists. Some graduates of bachelor's degree programs are commissioned officers in the Armed Forces.

Training, Other Qualifications, and Advancement

Dental hygienists must be licensed. To obtain a license, a candidate must graduate from an accredited dental hygiene school and pass both a written and a clinical examination. For the clinical examination, the applicant is required to perform dental hygiene procedures, such as removing deposits and stains from a patient's teeth. In 1978, candidates in 48 States and the District of Columbia could complete part of the State licensing requirements by passing a written examination given by the National Board of Dental Examiners. Few States permit dental hygienists licensed in other States to practice in their jurisdictions without further examination.

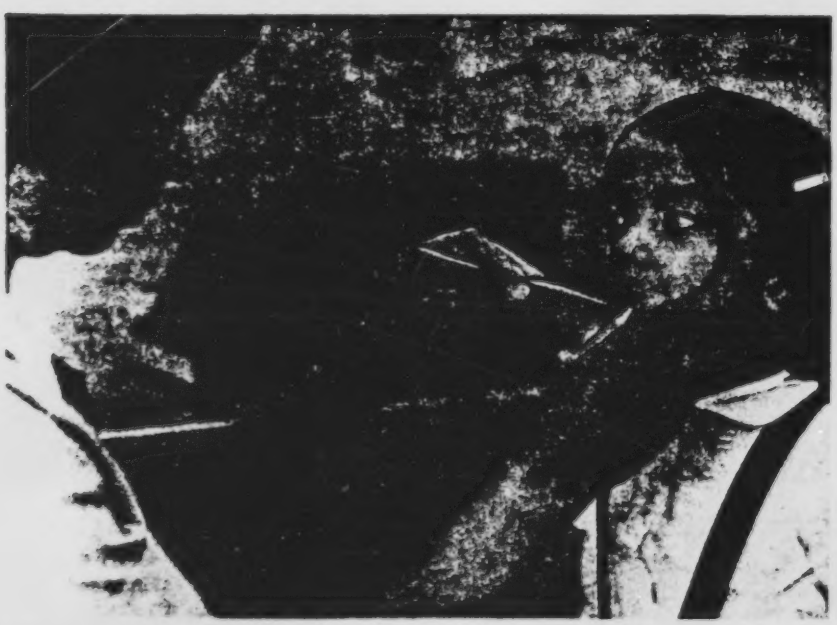
In 1978, 197 schools of dental hygiene in the United States were accredited by the Commission on Accreditation of Dental and Dental Auxiliary Educational Programs. Most programs grant an associate degree; others lead to a bachelor's degree. A few institutions offer both types of programs. Six schools offer master's degree programs in dental hygiene.

Completion of an associate degree program usually is sufficient for the dental hygienist who wants to practice in a private dental office. To do research, teach, and work in public or school health programs, at least a bachelor's degree usually is required. Dental hygienists with a master's degree work as teachers or administrators in dental hygiene and dental assisting training programs, public health agencies, and in associated research.

Competition is keen for admission to dental hygiene schools. The minimum requirement for admission to a school of dental hygiene is graduation from high school. Several schools that offer the bachelor's degree admit students to the dental hygiene program only after they have completed 2 years of college. Many schools also require that applicants take an aptitude test given by the American Dental Hygienists' Association. Dental hygiene training given in the Armed Forces usually does not fully prepare one to pass the licensing exam, but credit for that training may be granted to those who seek admission to accredited dental hygiene programs.

The curriculum in a dental hygiene program consists of courses in the basic sciences, dental sciences, clinical sciences, and liberal arts. These schools offer laboratory, clinical, and classroom instruction in subjects such as anatomy, physiology, chemistry, pharmacology, nutrition, histology (the study of tissue structure), periodontology (the study of gum diseases), dental materials, and clinical dental hygiene.

People who want to become dental hygienists should enjoy working with others. The ability to put patients at ease is helpful. Personal neatness and cleanliness, manual dexterity, and good health also are important qualities. Among the courses recommended for high school students interested in careers in this occupation are biology, health, chemistry, speech, and mathematics.



Dental hygienists who work in school systems examine, scale, and polish children's teeth and instruct them in proper mouth care.

Employment Outlook

Employment opportunities for dental hygienists are expected to be very good through the 1980's. Despite an anticipated rise in the number of graduates from schools of dental hygiene, the demand is expected to be greater than the supply if recent trends in enrollments continue. There also should be very good opportunities for those desiring part-time employment and for those willing to work in rural areas.

Employment of dental hygienists is expected to grow much faster than the average for all occupations because of an expanding population and the growing awareness of the importance of regular dental care. Increased participation in dental prepayment plans and more group practice among dentists should result in new jobs for dental hygienists. Dental care programs for children also may lead to more employment opportunities in this field.

Earnings

Earnings of dental hygienists are affected by the type of employer, education and experience of the individual hygienist, and the geographic location. Dental hygienists who work in private dental offices usually are salaried employees, although some are paid a commission for work performed, or a combination of salary and commission.

Dental hygienists working full time in private offices earned between $12,000 and $13,500 a year in 1978, according to the limited data available. In 1979, the Federal Government paid dental hygienists with no experience starting salaries of about $9,400 a year. Experienced dental hygienists working for the Federal Government earned average annual salaries of about $12,100.

Dental hygienists employed full time in private offices usually work between 35 and 40 hours a week. They may work on Saturdays or during evening hours. Some hygienists work for two dentists or more.

Dental hygienists who work for school systems, health agencies, the Federal Government, or State agencies have the same hours, vacation, sick leave, retirement, and health insurance benefits as other workers in these organizations.

Related Occupations

Dental hygienists relieve dentists from many routine tasks. Other occupations performing similar duties for dentists and physicians include dental assistant, dental laboratory technician, emergency medical technician, general duty nurse, nurse anesthetist, and radiologic technologist.

and whose jobs generally require advanced training include college presidents, deans of students, academic deans, directors of admissions, directors of athletics, financial aid officers, foreign student advisors, college student personnel workers, college career planning and placement counselors, and academic librarians.

Sources of Additional Information

General information on teaching as a career is available from:

American Federation of Teachers, 11 Dupont Circle NW., Washington, D.C. 20036.

Professional societies in the various subject fields will generally provide information on teaching requirements and employment opportunities in their particular fields. Names and addresses of societies are given in the statements on specific professions elsewhere in the *Handbook*.

Teacher Aides

(D.O.T. 099.327, 249-367-074)

Nature of the Work

Teacher aides free teachers from routine tasks that persons without extensive training in teaching can handle. They support teachers directly in work involved with teaching students and, indirectly, in nonteaching activities. Aides may work in the classroom under the teacher's supervision or have duties assigned outside the learning environment.

Aides' responsibilities vary greatly by school district. In some areas, aides work directly in the instruction of children. Under the supervision and guidance of the teacher, they help students individually or in small groups. An aide might listen to one student read, for example, or help another find information needed for a report, or watch a third practice or demonstrate a skill. Sometimes, the teacher has an aide take charge of a special project for a group of students, such as preparing equipment for a science demonstration.

In other areas, teacher aides primarily handle many of the routine tasks that otherwise would be left to the teacher. They may grade tests and papers, check homework, and keep health and attendance records. Also, secretarial duties such as typing, filing, and duplicating materials for the teacher's use may be part of the aide's job. Sometimes, the duties of teacher aides include stocking supplies, preparing materials for use by students, and operating audiovisual equipment. They also may supervise students during lunch and recreation periods and school bus loading and help keep the classroom in order.

Working Conditions

Teacher aides may work full time or part time. They may work inside or outdoors and may spend much of their time standing, walking, or kneeling. Working closely with the students can be both physically and emotionally tiring.

Places of Employment

In 1978, about 342,0000 persons worked as teacher aides. While aides work in both elementary and secondary schools, they are concentrated in the early grades. Large city schools or schools in metropolitan areas surrounding large cities employ a large proportion of aides. Schools with large enrollments are more likely than small schools to employ teacher aides, and they more often hire them on a full-time, regular basis.

Training, Other Qualifications, and Advancement

Training requirements for teacher aides vary widely. Some schools hire beginning aides with a high school diploma; some do not require even a high school education. Other employers may want aides to have some college training or a bachelor's degree. Areas that delegate a significant amount of classroom responsibility to aides usually require more training than those districts which primarily assign aides to clerical or monitor jobs.

Teacher aides may receive their training for classroom work in a preservice program or on the job. A growing number of junior and community colleges offer teacher aide programs. Upon completion of one of these programs, the student is awarded an associate degree and is prepared to work directly in the classroom. In 1978, there were about 400 such programs.

In training programs, teacher aides learn how to help the classroom teacher work with students. Aides are taught to operate audiovisual equipment, administer first aid, and handle recordkeeping activities. They also learn to make charts and other instructional materials and practice techniques for making bulletin boards and working with other art media. In addition, teacher aides are made familiar with the organization and operation of a school, and they learn about the methods used to teach handwriting, reading, math, science, and other school subjects.

Personal traits are among the most important qualifying factors for the teacher aide's job. Aides should be able to work with children and to handle classroom situations with fairness and patience. Preference may be given in hiring to those with previous experience working with children. Aides also must demonstrate initiative and a willingness to follow the classroom teacher's directions. They must have basic speech and writing

In some areas, teachers aides work directly in the instruction of children.

skills and be able to communicate effectively with students and teachers. Clerical skills may be necessary also.

Some schools have regulations regarding the hiring of teacher aides. Applicants may be required to have a family income below a certain level or to be a parent of children in the school district. Sometimes, persons living in the school community are given preference in hiring. In addition, health regulations may require that teacher aides pass a physical examination. Thirty-two States either require or authorize teacher aides to have teacher-aide certification. In other areas, the city or county board of education may set standards for employment of aides. The local superintendent of schools and the State department of education can provide information on specific requirements for employment in a particular area.

Advancement for teacher aides, usually in the form of higher earnings or increased responsibility, comes primarily with experience. Some school districts provide release time so that aides may take courses. In this way, aides eventually can earn bachelor's degrees and become certified teachers.

Employment Outlook

Employment of teacher aides is expected to increase much faster than the average for all occupations through the 1980's. If past trends continue, the proportion of teacher aides in relation to teachers being hired is expected to increase. Actual job prospects, however, will vary by district. Budget constraints may adversely affect demand for these workers in some areas, while other districts, unable to afford additional more highly paid teachers, may hire aides to lessen teachers' clerical duties. In addition, more aides will be needed to fill openings as workers die, retire, or transfer to other occupations.

Earnings

In 1978-79, teacher aides involved in teaching activities earned an average of $3.70 an hour, with the majority earning between $3 and $4.25 an hour. Those performing nonteaching activities averaged $3.50 an hour, with most earning between $2.75 and $4 an hour. Earnings varied by region and also by the work experience and academic qualifications of the aide. Most aides, usually those covered by collective bargaining agreements, have health and welfare benefits similar to those of the teachers in their schools.

Related Occupations

The educational support activities that teacher aides perform demand organizational skills, cooperativeness, recordkeeping abilities, and a talent for getting along with people. Other occupations requiring some or all of these skills include childcare attendants, career guidance technicians, guides, home health aides, library attendants, medical records technicians, nurse aides, receptionists, records custodians, and retail sales clerks.

Sources of Additional Information

Additional information on teacher aides may be obtained from:

National Education Association, 1201 16th St. NW., Washington, D.C. 20036.

American Federation of Teachers, 11 Dupont Circle, Fifth Floor, Washington, D.C. 20036.

Sources of Additional Information

For details about job qualifications and training programs, write to:

Association of Wall and Ceiling Industries—International, 1711 Connecticut Ave. NW., Washington, D.C. 20009

National Joint Painting, Decorating, and Drywall Apprenticeship and Training Committee, 1709 New York Ave. NW., Washington, D.C. 20006

Electricians (Construction)

(D.O.T. 824.261-010 and 681-010)

Nature of the Work

Heating, lighting, power, air-conditioning, and refrigeration components all operate through electrical systems that are assembled, installed, and wired by construction electricians. These workers also install electrical machinery, electronic equipment and controls, and signal and communications systems. (Maintenance electricians, who usually maintain the electrical systems installed by construction electricians, are discussed elsewhere in the *Handbook*.)

Construction electricians follow blueprints and specifications for most installations. To install wiring in factories and offices, they may bend, fit, and fasten conduit (pipe or tubing) inside partitions, walls, or other concealed areas. Workers also fasten to the wall small metal boxes that will house electrical devices such as switches.

To complete circuits between outlets and switches, they then pull insulated wires or cables through the conduit. They work carefully to avoid damaging any wires or cables. In lighter construction, such as housing, plastic-covered wire usually is used rather than conduit. In any case, electricians connect the wiring to circuit breakers, transformers, or other components. Wires are joined by twisting ends together with pliers and covering the ends with special plastic connectors. When additional strength is desired, they may use an electric "soldering gun" to melt metal onto the twisted wires, then cover them with durable, electrical tape. When the wiring is finished, they test the circuits for proper connections.

For safety, electricians follow National Electrical Code specifications and procedures and, in addition, must comply with requirements of State, county, and municipal electrical codes.

Electricians generally furnish their own tools, including screwdrivers, pliers, knives, and hacksaws. Employers furnish heavier tools, such as pipe threaders, conduit benders, and most test meters and power tools.

Working Conditions

Construction electricians are not required to have great physical strength, but they frequently must stand for long periods and work in cramped quarters. Because much of their work is indoors, electricians are less exposed to unfavorable weather than are most other construction workers. They risk electrical shocks, falls from ladders and scaffolds, and blows from falling objects. However, safety practices have reduced the injury rate.

Places of Employment

Most of the 270,000 construction electricians employed in 1978 worked for electrical contractors. Many others were self-employed contractors. Construction electricians are employed throughout the country, but are concentrated in industrialized and urban areas.

Training, Other Qualifications, and Advancement

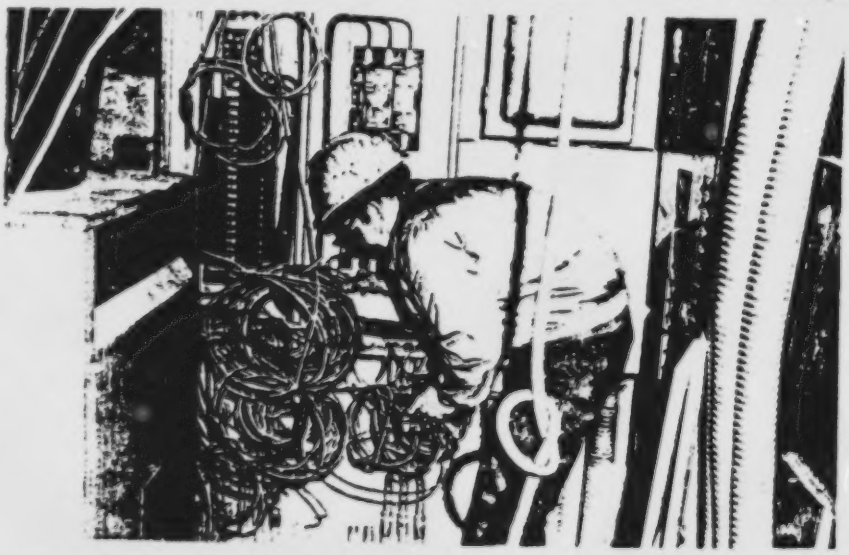
Most training authorities recommend the completion of a 4-year apprenticeship program as the best way to learn the electrical trade. Compared to most other construction trades, electricians have a higher percentage of apprentice-trained workers. Although many people learn the trade informally by working for several years as electricians' helpers, this method of training is declining in relative importance. Many helpers gain additional knowledge through trade school or correspondence courses, or through special training in the Armed Forces.

Apprenticeship programs are sponsored through and supervised by local union-management committees or company management committees. While the programs are separate, the content, amount of training, and method of instruction are nearly identical. These programs provide 144 hours of classroom instruction each year in addition to comprehensive on-the-job training. In the classroom, apprentices learn blueprint reading, electrical theory, electronics, mathematics, and safety and firstaid practices. On the job, under the supervision of experienced electricians, apprentices must demonstrate mastery of electrical principles. At first, apprentices drill holes, set anchors, and set up conduit. In time and with experience, they measure, bend, and install conduit, as well as install, connect, and test wiring. They also learn to set up and draw diagrams for entire electrical systems.

Beginners who are not apprentices can pick up the trade informally in a variety of ways. For example, some begin work in manufacturing plants by piecing together electrical components. Others start in maintenance where they learn about circuit breakers, fuses, switches, and other electrical devices. Later, they broaden their knowledge by working as helpers for experienced electricians. While learning to install conduit, connect wires, and test circuits, helpers are also taught good safety practices.

All applicants should be in good health and have at least average physical strength. Good color vision is important because workers frequently must identify electrical wires by color. Also important are agility and dexterity. Applicants for apprentice positions must be at least 18 years old and usually must be a high school or vocational school graduate with 1 year of algebra. Courses in electricity, electronics, mechanical drawing, science, and shop provide a good background.

To obtain a license, necessary for employment in some cities, an electrician must pass an examination which requires a thorough



Wires must be positioned and connected with care.

knowledge of the craft and of State and local building codes.

Experienced construction electricians can advance to supervisors, superintendents, or contract estimators for contractors on construction jobs. Many electricians start their own contracting businesses. In most large urban areas, a contractor must have an electrical contractor's license.

Employment Outlook

Employment of construction electricians is expected to increase about as fast as the average for all occupations through the 1980's. As population and the economy grow, more electricians will be needed to install electrical fixtures and wiring in new and renovated homes, offices, and other buildings. In addition to jobs created by increased demand for electrical work, many openings will arise as experienced electricians retire, die, or leave the occupation for other reasons. Opportunities will be best for persons with apprenticeship training.

Although employment in this field is expected to grow over the long run, it may fluctuate from year to year due to ups and downs in construction activity. When construction jobs are not available, however, electricians may transfer to other types of electrical work. For example, they may find jobs as maintenance electricians in factories or as electricians in shipbuilding or aircraft manufacturing.

Earnings

According to a survey of only some of the largest metropolitan areas, wage rates for electricians averaged $11.25 an hour in 1978. Union hourly wage rates averaged higher. Wage rates were about twice the averaged wage of nonsupervisory workers in private industry, except farming. Because the seasonal nature of construction affects electricians less than workers in most building trades, annual earnings also tend to be higher.

Apprentice wage rates start at from 40 to 50 percent of the rate paid to experienced electricians and increase periodically.

A large proportion of construction electricians are members of the International Brotherhood of Electrical Workers.

Related Occupation

To install electrical systems, construction electricians combine manual skill and a knowledge of electrical materials and concepts. Other occupatons involving similar skills include air-conditioning mechanics, cable installers and repairers, electronics mechanics, elevator constructors, field engineers, and maintenance electricians.

Sources of Additional Information

For details about electrician apprenticeships or other work opportunities in this trade, contact local electrical contractors; a local chapter of the Associated Independent Electrical Contractors of America; a local chapter of the National Electrical Contractors Association; a local union of the International Brotherhood of Electrical Workers; a local union-management apprenticeship committee; or the nearest office of the State employment service or State apprenticeship agency. Some local employment service offices screen applicants and give aptitude tests.

For general information about the work of electricians, contact:

Associated Independent Electrical Contractors of America, 1201 N. Watson Rd., Suite 201, Arlington, Texas 76011.

International Brotherhood of Electrical Workers, 1125 15th St. NW., Washington, D.C. 20005.

National Association of Lighting Maintenance Contractors, 1750 Old Meadow Rd., Suite 3-A, McLean, Va. 22102.

National Electrical Contractors Association, 7315 Wisconsin Ave. NW., Washington, D.C. 20014.

National Joint Apprenticeship and Training Committee for the Electrical Industry, 9700 E. George Palmer Hwy., Lanham, Md. 20802.

Elevator Constructors

(D.O.T. 825.281-030 and 361-010)

Nature of the Work

Elevator constructors, also called elevator mechanics, assemble and install elevators, escalators, and similar equipment. In new buildings, they install equipment during construction. In older buildings, they replace earlier installations with new equipment. Once the equipment is in service, they maintain and repair it. Installation or repair work usually is performed by small crews consisting of skilled elevator constructors and their helpers.

When installing a new elevator, mechanics first prepare the elevator shaft—a vertical opening that passes through the floors of a building and allows the elevator to move up and down. They remove any obstructions such as wood or metal crossmembers and, at the bottom of the shaft, they may erect forms, then mix and pour concrete for a foundation.

So the elevator will move up and down safely and smoothly, workers erect a strong steel frame within the shaft. For the frame, they bolt heavy steel guide rails to the walls along the shaft as well as to the steel supports fastened to the walls around the shaft at each floor.

To install electrical wires and controls, mechanics run special metal tubing along the shaft's walls from floor to floor. Workers then pull plastic-covered electrical wires through the tubing, which helps protect the wires. Next, they install circuit breakers and switches—usually at each floor and at the main control panel. Finally, workers fasten the wires to the switches and test for proper connections.

Next, mechanics assemble the elevator car at the bottom of each shaft. "Footings" of the car frame are set into the grooves of the heavy steel guide rails; the frame parts are bolted or welded together. Workers then install the car's platform, walls, ceiling, and doors.

For each elevator, workers install a hoist. This giant, electrically powered spool simultaneously winds and unwinds a heavy steel cable that connects the elevator car at one end to its counterweight at the other. As a result, the car and its counterweight move in opposite directions to assist in each other's movement. While the hoist winds the cable from one side to pull the car upward, it also unwinds the cable on the other side for the counterweight to descend. As the weight descends, it helps to pull the car swiftly and smoothly upward.

With the car assembled and the hoist installed, workers connect the necessary electrical wires which will carry signal instructions for the car's operation.

Next, at the elevator entrances on each floor, mechanics bolt metal door frames to the concrete, metal, or wood ceilings, floors, and walls. The frames support the grooved metal tracks along which the doors open and close. After setting the doors in the frames, workers connect and test the wires that help to operate the doors.

Finally, after the connections have been tested, the cables secured, and the guide rails greased, the entire system is checked for proper operation.

Elevator constructors employ similar work techniques when constructing escalators. These electrically powered stairs rotate around huge oval tracks that run from floor to floor. Unlike elevators, which run according to specific signals, escalators run continuously. Consequently, while elevators need sophisticated circuits and many wires, escalators only need one electric wire. Workers simply connect the wire from a switch to the motor that drives the giant bicycle-like chain and rotates the stairs.

In addition to elevators and escalators, constructors install other devices such as dumbwaiters, material lifts, and powered walkways.

Alteration work is similar to new installation because all elevator equipment except the old rail, car frame, platform, and counterweight is generally replaced. Mechanics inspect elevator and escalator installations periodically and, when necessary, adjust cables and lubricate or replace parts.

Alteration work on elevators is important because of the rapid rate of innovation and improvement in engineering.

To install and repair modern elevators, most of which are electrically controlled, elevator constructors must have a working knowledge of electricity, electronics, and hy-

JOB OUTLOOK AND WAGES/SALARY

Juanita K. Snipes and Cynthia A. Ressler

OBJECTIVES:

1. To acquaint persons with job outlook information.
2. To enable persons to identify a printed source providing job outlook and wage and salary data on the national level.
3. To enable persons to identify a printed source providing state job outlook and wage and salary information for Virginia.
4. To enable persons to identify agencies providing outlook and wage and salary information.
5. To enable persons to use outlook and wage and salary information in career decision making.

DISCUSSION:

The outlook information on an occupation enables a person to make some general assumptions about future openings for work--whether there will be more or less openings for an occupation--whether the openings in an occupation will be more or less than openings in other occupations--whether the competition for jobs will be greater in one occupation than in others--whether a field will be crowded or open. National outlook data is more appropriate for persons willing and able to locate anywhere; state and substate outlook data is more apprpriate for persons wishing to remain in or move to a particular location in Virginia.

Wage and salary information usually is not specific, but more often is given as an average or range. Newspaper ads sometimes give more specific wage and salary information for particular jobs. An individual employed in the job or an employer are good sources of information for wages and salaries. Wages and salaries are often referred to as earnings in occupational briefs.

The Virginia Employment Commission (VEC) has regional offices throughout Virginia to help individuals find jobs. The VEC counselors have access to information on specific openings in particular geographical areas as well as statewide job openings. All jobs at state agencies are listed with the VEC and some jobs with the private sector are listed also. In order to secure information on available jobs a person must go the VEC office for counseling and to use the information. Included in the information about a job is the wage (hourly rate) or salary (monthly or weekly pay). A list of VEC offices and their locations is in the appendix. (Since these addresses change the teachers should check on the local address for accuracy as well as directions to the office.)

EXERCISES:

Directions to Teachers

Instruct persons to call the Career Information Hot Line during weekdays, Monday through Friday from 8 to 5 p.m. Have students collect classified ads from newspapers and telephone directories and bring to class.

Guidelines for Participants

1. Collect sources such as telephone books and classified ads section in newspapers. Using these as references pick an occupation and

answer the following questions:

What occupation has the most openings in your area?

How many firms or businesses are listed that would employ people in sales? auto mechanics? practical nursing? shoe repairs? piano tuners? blacksmiths?

What do these numbers tell you about the possibility of local employment in a particular occupation?

Discuss the fact that many firms do not use local newspapers to advertise job openings.

2. Using the Occupational Outlook Handbook, determine if the job outlook for the occupation of your choice is: good, average, or poor. Also determine if the anticipated earnings for the occupation are satisfactory or unsatisfactory.

3. Using the Career Information Hot Line, call and find out the top five occupations with the largest number of anticipated openings in Virginia.

4. Identify two people who can provide job outlook and wage and salary information for the occupation of your choice. Have the students contact these people to obtain the information.

Materials

Occupational Outlook Handbook, telephone directories, and newspapers.

Time

one 30 minute period.

Discussion Tips

Be sure to explain the VEC and its function. Remind people to visit the local VEC office when actively looking for a job and to check to see how often they need to come in to the VEC office to keep their file active.

Be sure to emphasize that outlook and wage and salary information is often general information. The job searcher needs more specific information, taking into account training, experience, the job market conditions in a given area, etc.

Remember to emphasize that jobs are not stereotyped for men or women.

(Examples: Men are practical nurses and women are auto mechanics).

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EVALUATING OCCUPATIONAL TRAINING AND EDUCATIONAL PROGRAMS

James P. Clouse

OBJECTIVES:

1. To help the adult student better understand the different types of training and educational programs.
2. To help the adult student evaluate the different types of training and educational programs and make a decision concerning the type of program they would like to complete.

DISCUSSION:

In the previous units, information sources were identified and job/career materials were discussed. There is a great variety of occupational training and educational programs in existence almost as many as there are businesses and industries conducting formal or informal programs. Five different types of programs are the following:

1. Apprenticeship Training Programs - The use of apprenticeships for transmitting knowledge and skills to new workers dates back at least to the Middle Ages. The guilds of the early days developed the regular practice of indenturing young workers to master craftsmen. Upon successful completion of the five to seven years of indenture work the worker was accepted as an independent craftsman. In 1937 the National Apprenticeship Program was established by Congress to set up standards and to guide industry in employing and training apprentices. As defined by the Bureau, an apprentice is a person at least sixteen years of age who works under an official written agreement. The qualifications for employment, such as age, education, aptitudes, wages, hours of work, class time, etc. are spelled out in detail.

2. On-The-Job-Training - Some employment situations require neither specialized educational preparation nor specific vocational experience as a prerequisite. For a variety of reasons, the employer may prefer to hire inexperienced workers who can be trained as desired. In such cases, the employer offers on-the-job training where the necessary production or service skills are learned as a part of the new employees work experience. Many large companies employ training directors and extensive staffs who operate elaborate programs, including class instruction to prepare new employees for their responsibilities. Some employers may rotate the beginner so that he/she serves a period with different groups involved in different aspects of the work, thus becoming familiar with different phases before assignment to a specific job.

3. Continuing Education - Frequently employers will insist or make a part of the contractual agreement with a new employee that the employee participate in some type of educational program. At times, the specific courses may be specified and the location may be designated. In other cases the understanding will be only that the employee participate in some type of educational program each year that is appropriate to the job for which he/she is employed. Usually the employer will pay all or most of the cost of such continuing education. In most cases, it is desirable and appropriate for the employee to take advantage of such educational opportunities and as a result he/she becomes a more valuable and productive employee.

4. Work Experience Programs - Many secondary and post-secondary schools now include in their curricula opportunities for students to combine study in the classroom with experience in an employment situation. These may be known by a range of titles, such as cooperative education, cooperative occupational training, job experience and diversified training, but all have the general purpose of helping selected young or adult students prepare themselves for employment while they complete their educational program. This is a school-community program that uses the educational resources, facilities, and personnel of both the school and the community. The instruction in job skills is provided by the employer, through work experience under actual employment conditions, according to a program developed jointly by a school representative and the employer.

EXERCISES:

1. Have each adult identify one job that would fit under each category in their special interest field.
   a. Apprenticeship Training
   b. On-The-Job Training
   c. Continuing Education
   d. Work Experience

2. Have each adult student select one type of educational or training program (see the list in (1) above) and prepare a brief explanation of the advantages and disadvantages of that type.

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James P. Clouse is Professor of Vocational Technical Education at Virginia Tech.

EVALUATING OCCUPATIONAL ENTRANCE REQUIREMENTS

James P. Clouse

OBJECTIVES:

1. To acquaint the adult students with the sources of information about entrance requirements for various occupations.

2. To acquaint the adult students with the entrance requirements for selected occupations or jobs.

DISCUSSION:

Adults need to know how to obtain information about the entrance requirements for different occupations. Because the character of the American economy has changed substantially over the past thirty years, it is essential for people to know about the new jobs or occupations available and where to find out about these occupations. Once the occupations are identified the individual must learn about the entrance requirements and make a decision about an occupational choice or choices.

Many occupations have entrance requirements. Some requirements are extensive and difficult to meet while other occupations have low or minimal requirements for entrance.

Some general areas of requirements are the following:

1. Education - While many positions require some college work or a college degree, others require only a high school diploma or less. Education may be an indication of personal fulfillment and not an absolute requirement for a job.

2. Experience - Many employers prefer to hire people with experience in the kind of work for which they are being hired. Thus, some jobs have an experience requirement and the number of years required may vary considerably.

3. Test Results - In the case of some jobs where a high level of manual skill or particular ability is required, test results may be used as a job screening device.

4. Physical Strength - In the case of manual labor or positions requiring substantial physical effort, the size and apparent strength of the individual may be a factor.

5. Age - If the position is one where the person employed must be of legal age, then age becomes an effective requirement for employment.

6. Ability to Read and Write - Where instructions must be read and/or forms completed or paperwork required, the ability to read and write may be important.

EXERCISES:

Directions to teachers:

1. Have each adult student select one job or occupation and prepare a brief report on the entrance requirements for that job. Remind the students that the requirements listed are to be only those necessary to enter the occupation or to get employed in the occupation. Time: ½ hour out-of-class time.

2. Have each adult student share the entrance requirements for their occupation with the class. As a class, review the requirements making sure they are correct. Prepare a series of one page descriptions of occupation requirements. Time: ½ hour in-class time and ½ hour out-of-class time.

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James P. Clouse is Professor of Vocational and Technical Education at Virginia Tech.

FINANCIAL ASSISTANCE FOR ADULT COLLEGE STUDENTS

Donald Anderson

OBJECTIVES: To acquaint adult students with federal, state and local sources of financial assistance.

DISCUSSION:

More and more adult students over 30 are entering colleges and universities and other training programs. Acquiring job skills, upgrading old skills or mid-life career changes are primary motives behind the rising number of adult college students. Most adult students, however, face a real threat to their college aspirations - money and the rising cost of college training. A well planned, well organized search for financial assistance can be very profitable. Funds are available (without age restrictions) from federal, state and local agencies and groups for adult college students:

(1) The single largest source of financial aid is the U.S. Department of Education, Bureau of Financial Assistance.

(2) Financial assistance for education and training is also available through the following agencies, groups and organizations:

(A) Veterans Administration (Veterans Benefits, Grants, Loans);

(B) U.S. Public Health Service (for students in health careers);

(C) U.S. Department of Labor (Comprehensive Employment and Training Act);

(D) Virginia Assistance Programs (Grant and Tuition Assistance Programs);

(E) Scholarship and Grant Programs locally administered by colleges and universities; and

(F) Assistance Programs for special groups (Rotary Clubs, Lions Clubs, Professional organizations, Sororities, Fraternities, etc.)

Funds are available for the adult student who is willing to research, contact a wide variety of national, state and local organizations such as those outlined above.

EXERCISE:

1. Research and identify at least three (3) federal assistance programs administered by U.S. Office of Education.

2. Describe three (3) programs administered by the Commonwealth of Virginia to financially assist college students.

3. Define your career goals. What are two (2) professional organizations (names, addresses and phone numbers) that are associated with your career goals and provide financial assistance?

4. Write to Director of Financial Aid at a nearby college or training school for a college financial aid application and information.

5. Write for a brochure on: "An introduction to financial aid opportunities in Virginia."
State Council of Higher Education for Virginia
James Madison Building
14th Street
Richmond, Virginia 23219

6. For information about student loans, write:

Virginia Educational Loan Authority
104-106 North 6th Street
Richmond, Virginia 23219

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Donald Anderson is Director of Counseling and Career Services of Briarwood Associates in Roanoke, Virginia.

JOB SEARCH PROCESS

LOCATING A JOB

Clyde Ekbom

OBJECTIVES:

1. To inform students of the nature of the job market.
2. To acquaint students with two basic job-hunting approaches.
3. To impress upon students that hard work is involved in finding the "right" job.

DISCUSSION:

Prospective employees in this country tend to locate jobs in two basic ways: through organized applicant services, and through their own efforts. Organized applicant services include: help-wanted ads in daily newspapers; classified ads in specialized publications; job advertisements in various professional and trade magazines and journals; the Federal Civil Service Commission which operates Job Information Centers in most major American cities; the State Employment Offices which provide free employment services to the public; private employment agencies which employ personnel and executive-search specialists who charge a fee for their services; college placement bureaus which serve their graduates; guidance counselors; and various national registers and clearinghouses which gather together job vacancies for specialized occupations.

It is through these applicant services that employers communicate to the general public the existence of certain job-openings in their institutions and organizations. Some experts estimate, however, that only one in five job openings that exist in this country at any given time are so publicized and filled with the other four being filled through an "insider" system. As to the efficacy of the major organized applicant services in providing jobs for prospective employees, a report published by the Department of Labor concerning a study of thousands of job holders who were asked how they had found their jobs stated that one percent had found them through private employment agencies, three percent through public employment agencies, five percent through help-wanted ads, and six percent through school placement services.

In the same report it was stated that at least 72 percent of the job holders found work through their own efforts: 24 percent found their jobs through direct employer contact -- going to them and asking for a job; 48 percent found them through friends or relatives; and 13 percent used a combination of these two or some other means to find employment. Other personal means of turning up jobs include: interviewing for information within one's field, with a telephone follow-up; and "blitz" letter campaigns to people who have the power to hire. Such a personal job campaign taps one into the "hidden" job market where experts say 80 percent of all jobs are concealed. These are the jobs which are not listed with the organized applicant services (sometimes not even with their own personnel departments) because they exist only in the minds of those few people who have the power to hire and, perhaps, the minds of those trusted colleagues they have asked to be on the look-out for prospective job candidates to

fill them. Sometimes these jobs exist only after the prospective employee has convinced the employer that such a position is needed in his/her organization. Regardless of how these jobs come into existence, they are usually filled by "insiders" -- people the employer knows, or knows of through the various personal means (particularly interviewing for information) mentioned above.

The obvious conclusion to be drawn from these results is that personal efforts to secure employment yield much better results than using organized applicant services -- approximately 60 percent better, according to this and similar studies which show an 80 percent to 20 percent effectiveness disparity, personal effort to organized applicant services. Accordingly, Richard Bolles (author of What Color is Your Parachute?) advises prospective employees to divide their job-search time in the same proportions, spending 20 percent of it working the traditional job market through organized applicant services and 80 percent working the "hidden" job market through their own personal efforts. Personal efforts, he says, should include: deciding what kind of work they enjoy doing and do best; deciding what kind of place they would like to work and what challenges they would most enjoy taking on and, finally; locating the person who has the power to hire them for the kinds of work they have decided upon and showing that person how their talents and skills can contribute to his/her organization. Such an approach, says Bolles, not only forces job-hunters to determine what role they want work to have in their lives, but makes them a part of the "hidden" job market where 80 per cent of all good jobs lie.

EXERCISE:

Directions To Teachers: Stress that locating a job, and locating a job which makes the best use of their talents and strengths are two different things. The former is quite easy, the latter quite difficult, but exceedingly more rewarding in the long run.

Guidelines For Participants: Since so many precious hours of one's life are spent on the job, it behooves one to consciously choose one's work, and not just "fall into" whatever happens to be available at the time. Through this exercise, you will uncover your preferred talents and skills, learn what specific jobs require these talents and skills, and design your "ideal" job.

Materials: Ask students to bring in newspaper and trade magazine want-ads or provide a sufficient supply for all class members.

Time: Two ½-hour class segments are recommended.

Discussion Tips: (1) Have students review past achievements, work-related or not, which gave them pleasure to discover those talents and skills they have and enjoy using which can be transferred to other work settings. Examples of such skills are operating a tractor, supervising a group of children, planning and organizing a dance, and designing and building a house. Point out that if a person has, for example, successfully operated

one type of machinery for one kind of job, he/she can probably transfer this mechanical ability or skill to other types of machinery and jobs.

(2) Divide the class into groups and have the members of each group consider in turn each student's list of preferred talents and skills. The object is to brainstorm and generate a list of occupations which would require using these particular skills a great deal. Each student will end up with a list of career alternatives appropriate to his/her preferred talents and skills.

(3) After having discussed work skills and their transferability, and after having generated for each student a list of appropriate career alternatives, have the students examine the want ads they brought to class for appropriate job vacancies. Discuss the next steps that would be necessary to secure the job(s) listed in the ads.

(4) If positions are not available in the want ads that are consistent with students' career objectives, have them write an ad for their "dream" job - one which uses their preferred work skills.

Questions: (1) Did you find in the want-ads the kind of job which would capitalize on your interests and strengths?

(2) Based on what you now know, what 5 steps would you take to match your unique set of talents and skills to a job?

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WRITING A RESUME

Denise M. Atkinson

OBJECTIVES:

1. The student will gain knowledge for the preparation of a resume or vita.
2. The student will be able to develop a resume or vita to successfully present their skills and qualifications to an employer.
3. The student will be able to use the resume or vita as a tool which will enhance the success of their job search process.

DISCUSSION:

There are divergent opinions regarding the correct way to write a vita or resume and what should be included in the content. The standard for writing a resume or vita should be based on what is going to be the best "selling" document one can construct. The resume or vita should emphasize the most important aspects of the individuals' experiences and should be geared to the needs of prospective employers. Consequently, an individual may need to write several resumes or vitas for a variety of organizations.

The standard resume or vita generally includes specific information to present the broadest picture of one's experiences. The vita should include identifying data (name, local address with zip code, telephone number, permanent or forwarding address). It should include a job objective which states the functional and/or professional areas of interest you may have. The educational section of the resume or vita identifies the areas of academic concentration, usually listed from the most recent to latest. When listing job experiences, list also in reverse chronological order, with the most recent job first. The most important factor in this section is to emphasize your most important position(s) and minimize other job functions. "Activities and interest are an optional section of the resume or vita. Whether or not you include a separate section in your resume to include items under this heading depends on the number of items that you have to offer and their importance to the potential employer. Items of interest to an employer that could be included in this section, are memberships in professional and honorary societies, school organizations and activities, titles of articles or papers that you have presented or have had published, skills you have learned, discoveries or inventions credited to you, special licenses you possess, community activities and involvements, foreign language proficiency, and hobbies. If you have held leadership positions in any of your activities, be sure to mention the fact" (Benson & Rand, 1970, p. 188). It is not necessary for you to include a list of references with the resume or vita, but be sure to include a statement that references will be furnished upon request.

There are two types of resumes and vitas; the chronological type and functional type. The chronological resume or vita arranges the work experiences in reverse chronological order by employer. The functional resume list work experiences according to function and responsibilities, and exercises little regard for chronological order.

Another important step in the preparation of the resume or vita is to select a format which will best present the individuals qualifications. There are three frequently used formats. The Historical Approach emphasizes the importances of recent activities. The listings under each heading (education, work experience) are placed in inverse chronological order starting with the most recent educational experience and the most recent work experience. Dates are included to show the length of each experience. The Functional Approach emphasizes the function, or title of the jobs the individual has held, with the most significant being placed in the prominent position. The Analytical Approach allows the job seeker more flexibility than the functional approach in that particular vocational skills or specialized knowledge may be furtured by grouping background experience regardless of where the experience was gained.

Finally, a resume or vita should always include a letter of application (cover letter). The content of the letter of application includes, the job seekers address and the organizations address. The opening paragraph of the cover letter includes information stating why the individual is writing, the type of position or work the individual is applying for and how the individual obtained information about the job opening. The second paragraph of the cover letter explains why the individual is particularly interested in the employer, the location, and the type of work. In this section the job seeker should mention one or two qualifications that will be of great interest to the employer. Be sure to mention any related experiences, specialized training, or skills. The third paragraph or closing paragraph refers the reader to the resume or vita. The resume or vita will give the reader a summary of any qualifications and experiences. This paragraph can be used to reinforce the job seekers background.

EXERCISE:

Directions to teacher.

1. Review the content of a resume or vita, the two types of resumes and vitas (chronological and functional).

2. Distribute resumes or vitas to students which exhibit both correct and incorrect format.

3. Have students identify the incorrect and correct resume or vita. Secondly, ask the students to identify aspects of the format that were correct or incorrect and discuss whether or not the resume or vita was chronological of functional.

4. Have the students select a resume format and discuss how this format will best present their skills, qualifications, experience, etc.

Materials.

1. Several correct and incorrectly prepared resumes and vitas (number of resumes and vitas depends on class size).

2. Examples of Historical, Analytical, and Functional resumes and vitas.

3. Examples of correct and incorrectly prepared letters of application (cover letter).

Time. 1 hour

Discussion Tips:

1. Discuss the purpose of the resume and vita.

2. Discuss the content of a resume and vita.

3. Discuss the three resume formats and the two types of resume and vita.

4. Discuss the importance of grammar when writing the resume.

5. Identify and discuss the content of a cover letter.

Sample Resume No. 15 - Experienced Worker (Functional Approach)

JAMES W. DUNCAN
622 Dowling Avenue
Livonia, Michigan 48150
Tel. (313) 286-3906

INDUSTRIAL RELATIONS MANAGER

Eight years experience in recruiting, hiring and training techniques, labor union contracts, insurance and pension plan administration.

Supervisor of Salaried Personnel, Placement and Management Development, Franklin Corporation - two years. Responsibilities involved hiring and training all salaried employees for a technical staff of 2,000; recruiting, college interviewing; supervision of management development program, performance appraisal program, psychological testing and counseling. Complete charge of office services, switchboard, mail room, stationery and stock rooms, plant safety program and staff technical library. Released, due to company retrenchment.

Personnel Director for Pratt Department Store, nine branches, employing 1,200 — six years. Developed and implemented a new personnel policy manual, a new training program for executive trainees and administered Workmen's Compensation, Blue Cross-Blue Shield, company insurance and pension plans. Participated in contract negotiations with the International Teamster's Union. Resigned to take a position in industry.

Personnel Training Analyst, Municipal Savings Bank — two years. Develope training manuals and programs, set up classes to train bookkeepers, tellers and operators of business machines; testing and placing; developed orientation program and manual for lower-level supervisor and clerical employees; responsible for audio-visual programs such as tachistoscopics and reading rate acceleration. Left to accept more responsible position.

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B. S. in Psychology and Education, University of Detroit Evening Division. (Attended days for two years; evenings, four years)
M.A. Industrial Psychology, University of Detroit Graduate Division.

Personal: No military service requirement due to history of polio (no after-effects). Married, two children. Height 5' 8" Weight 160 lbs. Will relocate. Will consider travel. Available at once.

References and other information supplied on request. Date:

Sample Resume No. 9 - Junior College Student (Chronological Approach)

MARILYN B. MACK
1431 Taho Drive
Florissant, Missouri 63031
Telephone (314) 526-4316

Employment Objective: An entry secretarial or stenographic position which will afford opportunities to learn and progress. Prefer the St. Louis suburban area. Salary open.

Work History:

6-15-70 to 9-4-70 — Blackstone Products Co., 222 Main Ave., Florissant, Mo.
Job Title: Stenographer
Duties: Worked in a stenographic pool, taking and transcribing dictation for sales, quality control and production control.
Salary: $300.00 per month.

6-16-69 to 9-5-69 — Larimore Auto Sales, Driscoll Ave., St. Louis, Mo.
Job Title: Clerk Typist, Sales Department
Duties: Typed and filed sales orders. Kept inventory on Kardex forms on 12 types and 26 patterns of automobile seat covers.
Salary: $275.00 per month.

Education: Meramec Community College, 959 S. Geyer Rd., St. Louis. Candidate for Associate in Arts degree, June, 1971.

Specialization: Business Education

Major Subjects:	Minor Subjects:
Typing I and II	English Literature
Shorthand I and II	American History
Business Machines	Introduction to Art
Bookkeeping	Introduction to Science
Computer Language	

Grade Point Average, based on a 4-point system: 3.12 overall; 3.45 in major courses.

Grandview High School, Florissant, Mo., Diploma, 1969. (College preparatory course.)

Extra-Curricular Activities:

Member, Business Women's Club; Student Senate Secretary; Vice-President of Sophomore Class; Honor Roll.

Personal: Single. 20 years old. 5 ft., 3 in.. 115 lbs. Have car. Will furnish references and transcript of grades if desired.

Date:

Reference: The Resume Workbook. Carolyn F. Nutter, Carroll Press, 1970.

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Denise M. Atkinson is a graduate student in Student Personnel at Virginia Tech.

APPLYING FOR A JOB

Johnnie H. Miles

OBJECTIVES:

1. To increase students' awareness of the importance of the job application process.
2. To provide students the opportunity to practice applying for a job.

DISCUSSION:

Entering the job market for the first time, looking for a position that promises fulfillment or promotion, or making a career shift, although sharply different in focus, all involve some of the same processes. An individual would first need to decide on a career goal, conduct a self and job analysis, look for job vacancies, and then apply for the job. This module was designed to familiarize adult students with the application process and how to avoid common "pitfalls" - real barriers in the job search process.

At certain job levels, applicants may be asked to complete a company's application form. This procedure allows a potential employer to collect specific information on a number of employees which would then be used for assessment and comparative purposes. Even so, it is to your advantage to take a copy of your resume and leave it with the employer also. The resume will likely provide information about your training and experiences which are above and beyond that requested by the employer. It also indicates to the employer that you have done advanced preparation for this job search.

Application forms appear to be designed to collect a large amount of information in a compact form. The forms are generally short with small spaces for responses and even long appliations blanks request that the applicant supply information in small boxes or short spaces. The applicant must use care in the completion of the forms in order to make a good impression on the employer. Listed below are some "helpful hints" to remember during the application process:

1. Print legibly or type the application form. Avoid crossing out words and rewriting them. The form should be neat in appearance, free of misspelled words and incorrect grammar.

2. If a question requires a narrative response, be concise and clear.

3. Avoid contradictions in your employment record. The resume is a good guide to follow.

4. Answer all questions that are applicable for you. If you are uncertain of the meaning of a particular question, ask the interviewer or personnel officer for clarification.

5. Be prepared to supply information on your salary history. Also be prepared to justify your "worth" to a potential employer.

6. If you have been fired from a position, be open about the situation but be careful not to place blame on others.

7. If you are making a career shift, be prepared to disclose your reasons on the application form or to discuss it during the interview.

8. Be honest in all your responses.

9. Be certain to take along with you all the documents you think might be needed, e.g., birth certificate, driver's license, social security card, union card, records of employment tests.

The application process seems to be a simple step in the job-search framework. However, it is an important step and it can determine whether an applicant is invited if for an interview or dismissed from consideration. An applicant can increase the possibility for success by investing time and effort during the application stage. Remember, the applicant is often the initial entry into a company and makes the "first impression" for the applicant. Just as you would take care with your personal appearance, be certain that the application is "well-groomed" and appropriately presented for the importance occasion.

EXERCISE:

Directions

1. Teachers should collect a variety of application forms from local businesses, educational institutions, and community agencies. Have students fill out the forms and then evaluate based on completeness, appearance, spelling, etc. Skills can be enhanced through practice.

2. Engage students in a discussion of the "helpful hints" for job application. Have them share experiences they have had in this stage of the job-search process.

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INTERVIEWING FOR A JOB

James L. McBride, Jr.

OBJECTIVES:
1. To inform students about the various phases of the job interviewing process.
2. To assist students with their understanding of the dynamics of the job interview situation.

DISCUSSION:

Typically, people view the job interviewing process as the single exchange that takes place between someone seeking a job (the interviewee) and someone having a job available (the interviewer). In reality, however, the scope of this process is much broader. This discussion outlines the three phases of the job interviewing process which are: (a) Preparation for the interview; (b) the Actual interview; and, (c) Follow-up to the interview.

Phase I. -- Preparation for the interview. The key to successful interviewing is thorough preparation. In many ways, it is similar to doing your homework or preparing to take a test. Good interview preparation often results in a successful communications exchange between you and the employer.

Two factors of preparation are absolutely necessary. They are: (1) knowing yourself; and, (2) learning all you can about the employer. It may sound funny to say "know yourself", but employers note time and again that the people with whom they interview lack this information. Generally, three types of questions asked in an interview relate to "knowing yourself". They include:

1. How have your past educational and work-related experiences prepared you for the world of work?

2. What is your career (job) objective?

3. Where do you see yourself at some point of time in the future? (Usually 5 to 10 years)

The second factor required in the preparation phase is to learn all you can about the employer with whom you desire or expect to interview. The resources available to you for identifying this information are unlimited. They include: brochures or pamphlets prepared by the employer; magazines, books, and periodicals found at home or in libraries; people who work for the organization; and people who are familiar with the organization such as teachers, counselors, and neighbors. The knowledge of the employer you gain by preparing for the job interview will be most valuable, both in your decision to work for an organization, and in the impression you present in the interview situation.

Phase II. -- The Actual interview. Interviews vary because each interviewer is different. Some interviewers are skilled at interviewing and others are not. Some are talkative, whereas others let you, the applicant, do most of the talking. Interviews range from being open-ended, where the interviewer asks relatively general questions, to being highly structured, where the interview asks specific questions and follows a pre-planned format. Most interviewers will fall between these extremes, and you need to be ready for the type of person you encounter in order to adjust to their style.

As an example of one interviewing style, consider the following four step pattern:

1. Introductory Stage - The interviewer will try to establish rapport and create a relaxed, business-like atmosphere. Here the interviewer gets the important first impression of you.

2. Review of Your Background and Interests - This usually takes the form of "what", "why", "where" and "when" types of questions. Focus on what you are like, what you have done, your academic and work background, and your goals. Give concise but thorough answers to questions.

3. Matching Begins - Assuming you have the necessary qualifications, the interviewer will determine whether the employer has job openings that match your interests and qualifications. If there seems to be a match, the interviewer will probably explain the details of the job and see how interested you are in the position.

4. Conclusion - There should be ample opportunity for you to ask any questions you have. In concluding, the interviewer should explain the next steps in the application process. Be sure you understand them. If you do not, ask for clarification. Promptly provide any additional information requested.

Phase III. -- Follow-up to the interview. Many people who are selected to interview for a job believe that the employer-applicant interview exchange is the final step before being accepted or rejected. In some circumstances this may be true. In many instances, however, employers decide to interview a number of applicants over a relatively long period of time. An important question to ask yourself is: Is there something I can do to set myself above other applicants in the mind of the employer?

An often overlooked aspect of the interview process is the follow-up phase. This phase might be best described as the interviewee's last opportunity to leave with the employer an impression of enthusiasm and positive regard for the job available. The activities which comprise the follow-up phase include such things as writing "thank you" letters, and making appropriate telephone calls and/or personal visits.

The more frequent form of follow-up correspondence is the "thank you" letter. Immediately after you have completed your job interview, you should write or tape some important facts regarding what occurred. This personal file should include: (a) the when and where of the interview; (b) the fullname of the interviewer (spelled correctly); (c) the title of the job/position offered; and, (d) your thoughts about what was discussed. After you have had some time to reflect on this information, you should write a business-style letter including, in the body, the following types of information:

1st Paragraph: Your appreciation for the opportunity to interview and your enthusiasm for the job.

2nd Paragraph: A brief summary of the highlights of the interview as you perceive them.

3rd Paragraph: A brief description of how you believe you are qualified for the job. Here, you should emphasize your strengths as they relate to the job specifically, and to the company as a whole.

4th Paragraph: An appropriate closing in which you might express your desire to be notified about the outcome.

Final Hints

1. Be prepared -- Know yourself, your plans, and the employer
2. Be Yourself -- Be honest
3. A lot of information must be exchanged in a short period of time -- remember the interview is a 2-way exchange of information. Both parties are evaluating, so ask good questions.
4. Expect to be nervous at first -- this is normal, but should decrease with time and experience.
5. Give concise but thorough responses to questions.
6. It is a business appointment -- dress accordingly.
7. Dwell on the positive, and be confident and enthusiastic.
8. Keep notes and records of your interviews.
9. Write a business-style follow-up letter.

EXERCISE:

Simulated Job-Interviewing

1. Teachers should collect different informational brochures and pamphlets on companies, governmental agencies, educational institutions, etc. Have the students form dyads for role-playing. Assign each dyad an organizational brochure to study. Meet with the employers and the job applicants independently, and work with them to develop their appropriate roles and procedures. Monitor the role-playing exercises and encourage the students observing the process to provide feedback.

2. In the simulation exercise, one student will role play the employer and the other student will role play the applicant (interviewee). The employer/interviewer should review the applicant's resume and should prepare a presentation of information about his/her company. The applicant/interviewee should follow the suggestions for effective interviewing (i.e., preparation, interviewing, and follow-up).

3. Organizational brochures; appropriate dress for students; room set in a business-like atmosphere; etc.

4. Time for each interview should be limited to 15 minutes. The time necessary for preparation, feedback, and follow-up is left to the teacher's disgression.

5. To be most effective, the teacher should begin the entire sequence with the job application/resume writing phase, and conclude with the follow-up phase. If time permits, students should reverse roles and begin the sequence again.

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TEST PREPARATION FOR ACADEMIC AND EMPLOYMENT SETTINGS

John W. Shepard

OBJECTIVES:

1. Enable students to better understand their unique study skills and weaknesses.
2. Assist students in improving their study skills.
3. Enable students to feel more comfortable with the process of studying.
4. Enable students to feel satisfied with their efforts at study.

DISCUSSION:

The words "It's time to study," whether spoken by oneself or another, have plaqued the hearts and minds of students for time immemorial. Few can say this is a task they relish or seek to do. If the populace of the world could universally agree on a responsibility which is consistently distained, feared, put off and/or actively avoided, it would be studying. Such is not, however, an unnatural happenstance. Studying can be a lonely, boring job which provides little immediate gratification. When one considers the myriad of pleasurable alternatives, it is no wonder individuals resist it with a passion. Yet studying is necessary responsibility. Our educational system strongly emphasizes the evaluation of learning knowledge. Teachers largely assign grades on that basis. We judge our progress and skill development on tests and course grades. Thus, it is inescapable that to succeed in school we must succeed to some degree cn tests.

Improving study techniques is a complex issue. Students differ markedly in their motivations, concentration skills and learning styles. Home and enviornmental conditions also vary considerably. Subsequently, conditions which help one student to perform can be totally useless to another.

Adult students may experience a unique set of challenges in studying and preparing for examinations. Adults have been away from "hitting the books" for some time and may feel illequipped to deal with the process. Many will recall times past when studying meant a loss of freedom and hours of frustration and perceived failure. Finally, adult students are frequently encumbered by domestic and external responsibilities that younger populations do not normally encounter. There are bills to pay, work stresses, time commitments, as well as family members to entertain and assist.

Unfortunately, there is no easy road to a satisfying and efficient study experience, no miracle cure. Each student must assess his or her own learning characteristics and derive a course of action which is appropriate. The following exercises should help students identify trouble spots in their test preparation. Specific study skills will also be presented.

EXERCISES:

Directions to Teachers

1. Discuss with your class such topics as: what is the definition of studying? Is there a best way to prepare for exams? Should one prepare differentially for different instructors and types of tests?

2. Construct and distribute to the students a checklist of common study problems. Include such questions as: Do you tend to put-off your home assignments? Do you frequently catch yourself daydreaming about unrelated matters? Do you fail to remember much of what you studied? Have the students check those questions that apply. Have them keep the checklist for future reference.

3. Discuss with your class ways of improving study skills. Elicit their experiences and suggestions. Construct and distribute a list of study skills which have been recommended by the class. Include in the list the following study techniques:

   a. Remove physical distractions which may cause your mind to wander. Find a quiet time and place to study.

   b. The best way to prepare is the most comfortable way for you.

   c. Studying is an active, not a passive process. Work at holding your attention. "Review, question, recite, write" what you are working on.

   d. Be inventive in learning. Form a word with the first letter of each key concept you are studying, repeat two ideas until they are closely associated and one elicits the other. Transform lesson information into the words of a song.

   e. Do not cram. Learn a little each day. Begin your study sessions with a brief review of what has been covered previously.

   f. Begin with several short study periods per day (work 15 minutes then break). Reward yourself with a treat following the completion of your goal for the day.

   g. When it comes time to study, think positive thoughts and "jump right in". Do not allow yourself excuses for delay.

   h. Sort out, underline and note key points.

   i. Know yourself. Make your learning goals realistic and do not feel guilty if you occasionally fall short of them. Verbally pat yourself on the back for each successful attempt at studying.

j. Study with a classmate or group of students with whom you feel comfortable.

REDUCTION OF TEST ANXIETY

OBJECTIVES:

1. To decrease test taking anxiety among students.
2. To improve student outlook in regard to examinations.
3. To inhance student use of mental processes during examination.
4. To enable students to see the relationship between in-school testing and employment testing.

DISCUSSION:

A problem present among many students of all ages is test anxiety. Tests, as overt and direct evaluations of individual adequacy, provide a potential threat to our sense of well being. It is thus natural to encounter some discomfort while participating in such a process of personal scrutiny. Indeed, a limited degree of anxiety can stimulate increased motivation, concentration and effort at nearly any endeavor. A problem arises, however, when anxious thoughts preclude constructive thinking. Negative, self-defeating beliefs then "crowd out" rational processes and prevent the productive use of learned data. information analysis and test answering skills.

Adult students are particularly vulnerable to such interferences. Being separated from the mainstream of education for a number of years, adults may feel out of practice and uncomfortable with test taking. Many will have a history of academic frustration and associate tests with past failures and unhappiness. Moreover, most adults will need some reorientation to test taking.

EXERCISES:

Directions to Teachers

1. Discuss with the class their past experiences with test taking.

2. Discuss your views on the uses of tests as well as how you construct tests. (Emphasize employment testing). Entertain opinions from the class.

3. Give the students a practice test similar in format to that of future tests. Allow students to write down on index cards self-thoughts and actions which interfered with their responding to tests. Collect cards and discuss difficulties encountered in taking the exam.

4. Discuss with the class the following issues in test taking:

   a. Students should not expect perfection from themselves. Some questions will be answered correctly, others will be missed. Admission of this fact will reduce self-imposed pressure.

   b. Use the clock constructively. Regulate your time on each question according to the length of the test.

   c. Answer all of the questions you are certain of first, then come back to more difficult items.

   d. When answering multiple choice questions, begin by assuming all answers are correct, then eliminate those you know are not possible. Try to narrow down the choices to two and select the best answer.

   e. Arrive just prior to class time on the data of the test. Early arrivals may have too much time to think and build up a state of anxiety. Talking with a friend or reading the newspaper are examples of appropriate pre-test activities.

5. Discuss positive thoughts which will enhance self-confidence and replace anxiety provoking ideas. (Exchange "The rest of the class is doing better and working faster" with "I'm doing well and will finish on time.")

6. Make the first "real" test short and comparably simple in style and content. Progressively increase the sophistication and comprehension of future tests.

7. Explore with students the relationship of these ideas to employment testing.

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MAXIMIZING THE WORK EXPERIENCE

ORIENTATION: HELPING THE NEW EMPLOYEE MOVE INTO AN ONGOING ORGANIZATION

Robin C. Ball

OBJECTIVES:

1. To understand the purpose of an orientation program for a new employee.
2. To identify items that should be discussed with a new employee in an orientation.
3. To recognize the various informational sources available to a new employee within an organization.

DISCUSSION:

It is essential that an employee moving into a new position within an organization be introduced to the new work environment. This is usally accomplished by an orientation program.

The purpose of such a program is to acquaint the new employee with the work environment, the job, the organization's policies and procedures, members of the organization, and benefits available to the employee, as well as make the employee feel like a part of the organization. The time spent on such an orientation will usually have a positive affect on the employee, as the employee will try harder to learn the job and become an asset to the organization. This may then lead to reduced on-the-job training time, employee dissatisfaction and discontentment with the job and/or organization, and employee turnover.

The orientation program may be formal or informal, dependent upon the size of the organization and nature of the job. In larger organizations the orientation is usually of a formal nature, with the new employee scheduled to talk with his/her supervisor, fellow employees, personnel officer, and members of related work departments within the first few weeks of employment. In smaller organizations the orientation may be conducted by just the supervisor and/or personnel officer within the first few days of employment.

Regardless of the nature (formal, informal) of the orientation program, the employee should be informed of the following:

1. Work responsibilities - importance of the position to the organization, duties of the position, how duties are to be performed, how the employee will be evaluated on work performance and who can assist with questions or problems.

2. Work schedule - work hours, overtime possibilities, lunch/dinner periods, and break schedules.

3. Work environment - location of work and necessary supplies, files, etc.; introduction to fellow employees; tour of department/building; and parking accommodations.

4. Work policies - use and accumulation of leave, vacation policy, paydays, training opportunities, office dress policy, food and beverages at the work area, smoking, personal telephone usage, and safety/emergency procedures.

Most likely these items will be explained by the employee's supervisor.

Other items that should be discussed with the new employee by either the supervisor or personnel officer include:

1. Organization's general policies and procedures - (may be outlined in an employee handbook or labor union contract), promotion policy, training/educational policy, grievance procedure, parking regulations, workmen's compensation, unemployment insurance, pay dates, salary loans and pay increases.

2. Required or optional payrool deductions - social security, federal and state withholding deductions, retirement system, life insurance, health coverage, accident insurance, disability insurance, savings bonds, credit union, charity deductions, union dues, and tax sheltered annuities.

Upon completion of the orientation program, the new employee can expect to begin an on-the-job training session. Dependent upon the nature of the position, this training may last from 2-12 months and may be conducted by either fellow employees, supervision, or outside training personnel. During all phases of employment, the employee should be encouraged to ask questions of his/her supervisor or personnel officer.

EXERCISE:

Divide the class into groups of 3-4 members each. Ask each group to prepare a list of items to be discussed with an employee coming into a new organization. After 15 minutes, ask each group to share their list with the whole class. Items presented may then be discussed as to importance, and who in the organization (supervisor, personnel officer, fellow employee, etc.) may present the information to the new employee.

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EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

Judith H. Johnson

OBJECTIVE: To acquaint students with EEO/AA rules and regulations which protect the rights of both job applicants, employees, and students.

DISCUSSION:

Equal Employment Opportunity/Affirmative Action laws protect job applicants and workers from discrimination based on sex, race, age, national origin, religion, political affiliation, veteran status, and handicapping conditions. Employers may not base hiring decisions on such factors unless they represent bona fide occupational qualification (BFOQ). An example of a BFOQ would be the consideration of males only for a position of mensroom attendant. Another example of a BFOQ would be the consideration of blacks only for the leading role in a theater production about blacks. Employment decisions regarding terminations, promotions, layoffs, reallocations, benefits, training, and compensation cannot be based on discriminatory factors. Affirmative Action rules require certain employers to develop plans for increasing their recruitment efforts and employment of women, minorities, the handicapped and particular veterans. Employers may be covered by one or more of the following regulations:

1. Executive Order Number One (Virginia only) is a 1978 state policy affording equal opportunity in all aspects of employment without regard to race, color, religion, national origin, political affiliation, handicap, sex or age.

2. Title VI and Title VII of the Civil Rights Act of 1964 prohibit discrimination based on race, color, national origin, religion, and sex. Title VI applies to recipients of federal funds. Title VII extends the coverage to include employers who are not recipients of federal funds. Title VII also created the Equal Employment Opportunity Commission.

3. Executive Order 11246, 11375, and Revised Order No. 4, enforced by the U.S. Department of Labor, prohibit discrimination by contractors and subcontractors holding $10,000 or more in federal government contracts. Revised Order No. 4 requires the development of an Affirmative Action Plan.

4. Title IX of the Eudcation Amendments of 1972 prohibits sex discrimination in education and is enforced by the U.S. Department of Education.

5. The Rehabilitation Act of 1973, which includes Section 503 and 504, prohibits discrimination in employment and education based on handicap and requires an Affirmative Action Plan for the employment of the handicapped.

6. The Age Discrimination in Employment Act of 1967, enforced by the U.S. Department of Labor, prohibits employment discrimination against persons between the ages of 40 and 70.

Other EEO rules protect the rights of certain veterans, workers and students of foreign origin, and people of differing religious beliefs and political affiliations. Individuals experiencing discrimination may file complaints with the regional office of the Equal Employment Opportunity Commission, the U.S. Department of Labor, or a State EEO/AA or Civil Rights Office.

Most EEO complaints are based on discrimination in the interviewing process. A chart illustrating lawful and unlawful interview questions is included in this unit to aid employers and applicants for employment.

EXERCISES

1. Students should be provided an overview of EEO/AA.

2. Role playing of employment interviews with tips on effective responses to unlawful questions is especially useful (See attached Guide to Pre-employment Interviewing).

3. Students may be provided written samples of interviews and asked individually or as a group to point out lawful and unlawful questions.

   Sample Interview

   "Mrs. Matthews, thank you very much for coming in today for an interview. As you know, we are looking for a replacement for our Confidential Secretary." Harold Benson made a mental note that Mrs. Matthews seemed very young for such a responsible position.

   "I am very interested in this position and feel my qualifications certainly match your needs," responded Mrs. Matthews.

   "We are looking for a very settled, mature and dependable person. Just how old are you?" asked Benson.

   "Well, I'm over 21 if that's what you're getting at," said Mrs. Matthews who was somewhat startled at the question.

   "We often have a problem with secretaries who miss work because of their young children. Do you have small children?" Benson was beginning to irritate Matthews.

   "Do you ask men applicants that question?" asked Mrs. Matthews.

   "We will contact you when a decision has been reached. Thank you." Benson terminated the interview knowing that Matthews was not the type for the job.

4. Encourage students to discuss any problems of discrimination they may have encountered.

GUIDE TO PRE-EMPLOYMENT INTERVIEWING

Pre-Employment Questions	Lawful	Unlawful
- Name	- First, Middle, Last - Use of any other names or nicknames necessary for checking previous work experience or education.	- Requirement of prefix Mr., Miss, Ms. Mrs. - Inquiries about names which would indicate national origin. - Inquiries regarding names changed by marriage, divorce, court order, etc.
- Address	- Applicant's address and length of residence in this city/state.	- Questions regarding foreign addresses which would intentionally or unintentionally indicate national origin. - Whether applicant owns or rents home or lives in an apartment. - Names and relationships of persons with whom applicant resides.
- Marital Status	- Whether applicant can meet specified work schedules. - Whether applicant has any additional responsibilities which would interfere with proper attendance.	- Whether applicant is married, single, divorced, separated, engaged, etc. - Number and ages of dependent children. - All questions related to pregnancy or methods of family planning. - Questions regarding child care arrangements.
- Height & Weight		- Questions regarding height & weight are considered unlawful unless based on a Bona-Fide Occupational Qualification (B.F.O.Q.), and such instances are rare.
- Race		- Questions regarding race. - Inquiry into color of eyes, hair. - Other questions which would indicate race.
- Religion	- Questions regarding religious denomination or beliefs if based on B.F.O.Q. as in the case of ministers, teachers, or other employees of specific religious organizations. - Questions regarding availability for work during specific time periods. (Reasonable accommodations must be made for employees whose religious practices interfere with work schedules).	- Questions regarding religious beliefs if not based on B.F.O.Q. - Questions such as "What religious holidays do you observe?", if asked prior to employment.
- National Origin	- Languages applicant speaks, reads, or writes.	- How foreign languages were learned. - Ancestry or birthplace of parents or spouse. - Associates or other relatives from foreign countries. - Birthplace of applicant.
- Citizenship	- "Are you a citizen of this country?" - "If not a citizen, are you legally eligible to accept work and remain in this country?" - Statement that, if hired, applicant must furnish proof of citizenship or appropriate visa.	- Whether other members of applicant's family are U. S. citizens. - "Of what country are you a citizen?" - Require proof of citizenship prior to employment.
- Sex		- All questions regarding sex of the applicant unless based on B.F.O.Q., which could occur in cases such as men's locker room attendant, etc.
- Education	- Schools attended - Degrees acquired - Transcripts, if required of all applicants for similar work	- Questions regarding national, racial, or religious affiliation of schools attended.

- Photograph	- May be required after hiring if necessary for business purposes.	- Requirement that applicant attach photo to application. - State that attaching photo is optional.
- Experience	- Inquiries regarding previous work experience. - Foreign countries visited.	
- Criminal Record	- "Have you ever been convicted of a crime?" (Information obtained must be used only if it relates to applicant's fitness to perform a particular job. Ex: Person convicted for embezzelment would be a high risk for a position as cashier in a store).	- "Have you ever been arrested?" (An arrest is merely the detaining of a person to answer a crime and has no affect on fitness to perform a particular job).
- Credit Rating		- All questions regarding credit rating, charge accounts, garnishments, or other indebtedness.
- Handicap	- Questions regarding handicap(s) voluntarily disclosed by applicant if information is used solely for Affirmative Action.	- "Do you have any handicaps or physical defects?"
- Relatives	- Names and addresses of parents of a minor applicant. - Explain conflict of interest rules and ask if these affect applicant.	- Names and addresses of applicant's relatives.
- References	- Names and addresses of persons willing to provide character or professional references for applicant.	- Require references from pastor, priest, rabbi, or other religious associates.
- Organizations	- Names of professional organizations to which applicant belongs - Offices held in professional organizations.	- "List all clubs or organizations to which you belong". - Requesting other information about membership in organizations if this information would indicate race, religion, or national origin of applicant.
- In Case of Emergency	- Names of persons to be notified in case of emergency.	- Names of relatives to be notified in case of emergency.
- Age	- Questions as to whether or not applicant meets minimum/ maximum age requirements.	- "How old are you?" - Birthdate
- Military History	- Experience/education in military services which would relate to the job applicant is seeking	- Type of discharge - Military disciplinary record
- Medical Examination	- Require medical examinations prior to employment only if required of all applicants and necessary to assess ability to perform job safely and effectively.	

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BENEFITS EVALUATION

Douglas D. Martin

OBJECTIVES:
1. To enable the student to be able to evaluate a fringe benefits program to ensure that personal needs are met.
2. To alert students to possible deficiencies in benefits programs.
3. To help students understand the dollar value of benefits offerings.

DISCUSSION:

The term "fringe benefits" no longer adequately describes benefits programs. Benefits often comprise 20-35% of a salary and additional emphasis is being given to the role of benefits in the overall compensation package.

Individuals either entering the job market for the first time or changing jobs need to consider the benefits that will be available. A person entering the job market only to supplement the family income or to gain some additional short-term spending money may have little need for any benefits. Their goal may be maximum take home pay with minimum deductions. However, a person with breadwinner responsibilities and with all of the inherent obligations of maintaining a household dependents may find that some benefits are of vital importance to them and their families.

Individuals are advised to assess their own situations, then participate in those benefits programs that meet their needs. Although benefits offerings vary greatly from employer to employer the following specific items should be considered.

1. Retirement plans. Prospective employees should evaluate the retirement plans available including the costs of such plans for both employer and employees.

2. Health care plans. What types of health care plans are offered? How does the company plan mesh with any current health care plan that the employee may have? Are family members covered? What are the costs to the employee? These questions and similar questions should be addressed during the interviewing session.

3. Vacation, sick leave, and personal leave programs. Prospective employees should know how leave is earned and how it may be used.

4. Life insurance, disability insurance. A prospective employee should know how the life and disability insurance program works. When can new employees enroll? Are there conversion privileges when an employee terminates employment?

5. Investment options. Prospective employees should evaluate company investment programs that can be used to supplement a retirement income or provide additional income in time of need.

EXERCISE:

Role playing with one student serving as a company personnel officer and another student serving as a new employee.

The following scenarios are offered:

Scenario #1: A prospective employee is just recoving from open heart surgery when she is offered a job. What questions should she address to her employer? Discussion should be along the following lines for the prospective employee.

Does the health care plan cover me from my first day of employment? Are pre-existing conditions covered? Concerns here are that many health care plans require a waiting period before they will cover pre-existing conditions; therefore, if the prospective employee lets her current coverage lapse, the company's insurance may not cover any medical bills related to her heart problem.

Other concerns that the prospective employee may have related to sick leave accrued and insurance are under the life insurance and disability programs. Some programs require a physical examination and having had open heart surgery, she could have coverage denied.

Scenario #2: Employee has just learned of spouse's extracurricular activities and is filing for divorce. How will benefits be affected? Several items of concern are as follows: Does spouse carry the health care benefits? If so, these benefits end for the employee when the divorce is final. What about beneficiaries and survivor benefits? The employee will probably want to change beneficiaries to ensure that the ex-spouse is not the recipient of survivor benefits.

Scenario #3: A new employee sustains a serious fall while on the job; however, the department will win the monthly safety prize if the accident is not reported. The employee is advised to go to his family physician and have the medical expenses paid by Blue Cross/Blue Shield. Are there any problems here?

Discussion. Federal and state laws require reporting of all job-related accidents. Also, nearly all health care plans specifically exclude job-related injuries from their coverage. By not reporting the injury as job-related, the employer could be penalized by a fine and the employee could possibly lose any rights to compensation for time lost due to a job-related injury.

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EMPLOYER/EMPLOYEE EXPECTATIONS OF BEHAVIOR

Dennis L. Eavey

OBJECTIVES:

1. To identify the general types of behavior expected from employees.
2. To identify sources of behavioral information available to employees.
3. To identify employee attitudes necessary for behavior modification.

DISCUSSION:

A new employee first entering an organization or a veteran employee entering a new environment have a great need to know what is expected of them in terms of their behavior. This behavior includes both their personal conduct on the job and the performance of their job duties. There usually exists a gap between what the employee thinks the employer expects in terms of behavior and what the employer actually expects. Organizations vary widely in meeting the need of the employee to know what is expected.

Most organizations do a good job of giving the new employee rules and regulations governing when they are expected to be on the job. From this point, information given to a new employee or to a veteran employee entering a new job diverges greatly from organization to organization. A person in either of these categories must be prepared to take the initiative to acquire additional information depending on what the employer supplies.

In the area of personal behavior, the employee may be given a formal set of rules stating what is not considered to be acceptable conduct and what the employee can expect as corrective action when these rules are broken. Such formal rules may appear in an employee handbook, a union contract, a code of conduct, safety regulations, or all of these. On the other hand, the employee may receive only some or even none of these types of documents. The employee can safely assume that such rules and expectations do exist in any organization and can further assume that some sort of corrective action will result from breaking these rules, whether they are written or not. For this reason, the employee must be prepared to ask questions to get a clear understanding of what behavior is expected of her/him.

Similar situations can be expected regarding information pertaining to the actual performance of the job. The employee may be in, or enter an organization where there is a very detailed written description of the job, an elaborate formal mechanism for measuring job performance, performance standards or quotas, a formal and thorough on-the-job training program, or even a formal classroom training program to prepare the employee for entering a new job. All of these types of programs have an associated expense, and will vary from organization to organization

and will also vary with the skill level required to do the job. The further down in the chain of command in an organization, it is likely that the employee's information will result from on-the-job experiences. Here again, the employee must be ready and willing to ask the questions to complete the picture of what is expected by the employer of the employee as far as job performance is concerned.

A third area which is often ignored by the employer, but is essential to the employee's comfort in a new situation is the informal expected behavior. This aspect of the job relates more to the employee's peer acceptance, in most instances, than to the employer-employee relationship. Things such as the normal dress, forms of address between the various employee and supervisor levels, a monthly communal lunch, or informal social gatherings on a regular basis often are not explained. These things can be gleaned by the employee both from supervision and fellow employees, but certainly the employee will have to make an effort in this area. Such informal details will make the employee feel more comfortable and will ease the entrance into the work group.

The employer has a large responsibility in communicating expectations of behavior to the employee, but the employee shares in this responsibility. An employee must understand that the information he/she needs and expects to receive may not be the same information that is given. There generally exists some gap between what the employer wants the employee to know and what the employee wants to know. The employee may believe that closing this gap of information about expected behavior through asking questions will be viewed negatively by supervision. Such is not at all the case. The employer's primary aim is to have an employee behave in a productive and non-disruptive manner. Questions by the employee to insure knowledge leading to this type of behavior will be viewed by the employer as a positive interest in the job.

One thing that an employee can expect, regardless of the amount of behavior-related information given, is occasional correction of behavior. This corrective action will normally occur initially as a verbal suggestion on how to improve job performance or a verbal warning concerning some unacceptable personal conduct. The employee must be aware that this is going to happen, and realize that the intent of supervision is not to harass the employee, but to make the employee a more valuable part of the organization. Any correction of behavior should be viewed by the employee as a positive interest by supervision. Ignoring corrective suggestions or dictates will usually result in more formal actions such as written warnings, and ultimately dismissal. To avoid such an outcome, the employee must be prepared to accept supervision and to alter his/her behavior to conform with the expectations of the organization.

EXERCISE:

1. Directions to Teacher. Divide the group into groups of three. Assign one person to take the role of the employee, another to take the role of the supervisor, and the third to act as an observer. The purpose is to study how the conflict between the supervisor and employee

which has arisen because of the way each perceives the employee's behavior is resolved. The observer takes no active part, but reports to the whole group what took place in the meeting between the employee and supervisor and if or how the conflict was resolved. NOTE: Role play exercise should be used with care because some people feel very uncomfortable in the assumption of a fictional role.

2. Use the situation described in the roles of the supervisor and employee as a basis of discussion of how and why the same behavior may be viewed differently by the supervisor and employee. Points to consider may include differing expectations, education, social background, family background, and employment background.

Role for Sam (Samantha), Supervisor

Harry (Harriet) is the newest Kitchen Helper under your supervision, 3 months on the job, 18 years old, just out of high school. It looks like the kid just doesn't know the basic things about how to behave at work. He (she) is always horsing around or goofing off. There were a series of mistakes which he (she) always shrugs off, including serving coffee to the wrong ward--to a group of patients who are forbidden to have coffee on their diets, an accident with a tray-cart and flooding the kitchen with hot grease--he (she) just doesn't pay attention! Then, too, he (she) seems to spend as much time talking as working!

So, yesterday, you assigned him (her) to do all the kitchen work. Perhaps the confinement and closer supervision will keep him (her) working and out of trouble. The kid is basically likeable and shows flashes of good work if he (she) would just settle down to business.

Speak of the devil! Here he (she) comes into your office! How do you handle the situation?

Role for Harry (Harriet), Subordinate

You have been working as a Kitchen Helper at Northwestern State Hospital for three months now. You are 18 years old and this is your first job since you graduated from high school. The job was interesting at first--your co-workers were easy to get along with, your supervisor didn't bother you too much and the work wasn't hard. Sure, you've made a few mistakes, like serving coffee to the wrong ward that one time, colliding with a tray-cart when you were running down the hall pushing another one and spilling a pan of hot grease in the kitchen--but that was someone else's fault for leaving that stool in the middle of the room! After all, everyone else makes mistakes too--you're entitled to a few, surely! You've basically got this job mastered and are ready to move on to bigger and better things.

Or so you thought--then, yesterday you were told that you were to concentrate on washing pots and pans, cleaning the stoves, sweeping up and carrying out the garbage and generally keeping busy in the kitchen.

Two days of this are enough--they can't do this to you! It's unfair treatment, it's probably not in your job description and none of the other helpers are being treated this way. You're mad, nervous and want to talk to Sam (Samantha), your supervisor.

You go to the boss' office and ask to talk with him (her).

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SUPERVISION

John L. Garrison

OBJECTIVES:
1. To acquaint students with the role and purpose of supervision.
2. To introduce students to the different styles of supervision.
3. To familiarize the students with the requirements of good directives in supervisory communications.

DISCUSSION:

Since birth, our parents and teachers have had a supervisory role in our lives. Their supervision guided our development and education. Our first experience with supervision outside the family or educational setting comes with the acceptance of a job with a business or industry.

A supervisor in business or industry is charged with the responsibility of accomplishing work through other people. The supervisor must possess skills in following management functions in order to be an effective manager. There are five functions which are crucial to the process and they are described below:

Planning. Supervisors must perform the planning function each day. By planning, the supervisor anticipates the possible effect of various alternatives and decides on the course of action that will achieve the desired results.

Organizing. Organizing consists of grouping and assigning activities and duties to the various areas of an operation in order that the activities can be performed effectively and efficiently.

Staffing. The supervisor's staffing function includes the selection, placement, training and development of the workers.

Directing. Directing means issuing instructions, assignments, and orders and is the function that initiates action. The manner in which a supervisor directs affects the work force and motivation of each worker.

Controlling. Controlling is the supervisor function which determines whether or not employees are following established plans and if sufficient progress is being achieved.

Planning, organizing and staffing can be considered the preparatory functions, controlling determines if the goals are being met. Directing is the actuating link between all of the management functions.

Every supervisor performs the directing function regardless of the number of workers. Directing is a continuous and linking function; the supervisor must always direct, guide, teach and work with employees in order to maintain high performance and employee motivation.

Day to day approaches of supervision range from autocratic, close supervision, to consultative supervision, a general approach. In practice, the supervisor very seldom utilizes one approach to supervision, but more so a blending of the broad ranges of approaches depending upon the skills and experience of the supervisor.

An autocratic supervisor is characterized by the attitude that the average employee does not want to do the job and that close supervision and threats of loss of job income are needed to get employees to work. Employees tend to be better motivated by a supervisor who uses the consultative or general approach. The basic assumption to this approach is that employees want to do a good job and are capable of doing so, and the supervisor directs employees with this thought in mind.

Regardless of the supervisory approach, the employee should be aware of the characteristics of good directions. The basic characteristics of good directions are:

1. Reasonableness requires that no orders should be issued which cannot physically be accomplished or which would be dangerous to attempt.

2. Intelligibility requires that all directives should be understandable.

3. Tone and wording should be used in a manner to encourage the workers acceptance and performance.

4. Compatibility with objectives requires that directions must be compatible with the purpose and objectives of the firm.

5. Time element requires that the directive specify a reasonable time limit for a job to be completed.

TOPICS FOR DISCUSSION:

1. What type of supervisory approach would you prefer that your supervisor use when he/she deals with you?

2. Assume your supervisor has assigned you to a task that is dangerous, what would you do?

3. Would you prefer to work for a supervisor who suggests, requests or commands that you complete work?

4. Discuss the advantages and disadvantages of supervision.

5. Discuss with the group your ideas about an effective supervisor. Identify styles of supervision.

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COMMUNICATING FOR SURVIVAL IN ORGANIZATIONS

Johnnie H. Miles

OBJECTIVES:

1. To assist students in understanding the barriers that prohibit effective communication.
2. To increase understanding of the need for effective communication.
3. To assist students in developing effective alternative skills for communications.

DISCUSSION:

As individuals have contact with other individuals, groups and organizations, they become aware that communication is both necessary and important. Communications determine the nature and quality of relationships, impacts on employee productivity, personal satisfaction, and effective problem solving. Research studies confirm that those individuals with good communication skills make better teachers, counselors, parents and supervisors than those persons with ineffective skills.

Communication is commonly considered to be the sending and receiving of a message between two or more persons. In reality, however, communications are rarely that simple! Communication is complex and involves how words are selected for translating the message, how the words are massaged, how the receiver hears and listens, and what type of feedback occurs as a result. To understand communications in a broad sense, one would have to explore interpersonal relationships in general in terms of how one feels when he sends or hears a message as well as explore the distractors to effective sending and receiving. For the purpose of this module, we will concentrate on the two major components of effective communications which are the sending and receiving of messages. In addition, we will explore typical behaviors which block effective communications.

There are numerous barriers to effective communication, most of which are related to not listening and/or to the ineffective sending of a message. According to Gordon (1970) most people, in a listening situation, respond in ways that make the sender feel that he or she is not acceptable. He highlights twelve common responses, often called the Dirty Dozen, that impair rather than facilitate communication. They are:

1. Ordering, Directing: "You have to..."
2. Warning, Threatening: "You'd better not..."
3. Preaching, Moralizing: "You ought to..."
4. Advising, Giving Solutions: "Why don't you..."
5. Lecturing, Informing: "Here are the facts..."
6. Evaluating, Blaming: "You're wrong..."
7. Praising, Agreeing: "You're right..."

8. Name-calling, Shaming: "You're stupid..."

9. Interpreting, Analyzing: "What you need..."

10. Sympathizing, Supporting: "You'll be OK..."

11. Questioning, Probing: "Why did you..."

12. Withdrawing, Avoiding: "Let's forget it..." (pp. 41-44)

Most readers would identify several of the above as typical responses to another's problem. Yet each is loaded with meanings that are not helpful and often hurtful. They carry the risk of blocking communication or hurting the relationship, take away responsibility from the person with the problem, and all have a high probability of making the person defensive, resistive, and resentful. Exercises have been designed to counteract the use of the "dirty dozen" in the sending or receiving (responding) of messages.

EXERCISES:

1. Listening. Few of us ever really listen to what another person is saying. We often concentrate on how we are going to respond before we hear the total message. This exercise will provide the structure for students to listen effectively to what others have to say.

   A. Divide students into groups of five but no more than seven. Have them identify themselves as alphabets (A-G).

   B. Lead a discussion on the two elements of a message: Content (what is said) and feeling (how it is said). Emphasize that both elements are important and should be picked up in listening. You may practice, using statements from everyday situations.

   C. Have the first student (A) make a statement about a situation which is of concern to them. The second student (B) must repeat what A communicated (both words and feelings) in their own words and send the message to C. Continue, until all students have had an opportunity to participate.

   D. Discuss the differences between active listening and ineffective listening. What are the advantages and disadvantages or active listening?

   E. Time. two half-hour class sessions.

2. Straight Talk. As senders of messages, we inadvertently send double messages or distort the real intent of the communication. It is possible to make known our concerns by being open and honest about our needs and feelings.

   A. The first step in straight talk is to declare ownership of how one feels about a particular situation. Feelings are natural and should be recognized as such. Secondly, one has to decide who owns the problem. Does the problem belong to me or the other person. Then, the individual needs to describe specifically

the behavior that is creating a problem. Finally, a message needs to be developed to communicate the ideas. Examples: (1) I (ownership) am embarrassed (feeling) to be thirty years old and uncertain about my future (description of behavior). (2) I get upset when you eat a snack and do not clean the table because it makes more work for me.

B. Instruct students to use straight talk instead of the "dirty dozen" for typical situations.

C. Divide the class into triads. Have them practice developing a straight talk message, sending it, and evaluating how effective it is. In the triad, one student will be the sender, one the receiver, and one the observer to provide feedback on the process. Each will take turns and play all roles.

D. Time. two thirty-minute sessions.

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EVALUATING PROMOTIONAL OPPORTUNITIES

James P. Clouse

OBJECTIVES:

1. To acquaint the adult students with the sources of determining the promotional opportunities available in various occupations.

2. To acquaint the adult students with the promotional opportunities available in various occupations.

DISCUSSION:

Obtaining a job is for many people relatively easy, but moving from that first job through a logical sequence of jobs to the position where the person is satisfied and is making a significant contribution is usually much more difficult. Adults who are returning to the labor market need to know how to determine the promotional possibilities available in various occupations as well as what those promotional possibilities are. In many cases this requires a comprehensive study of the particular industry or business with a thorough knowledge of the various "work ladders and lattices" in the organization. Questions must be carefully formulated and asked of the correct person. Answers must be clarified and follow-up work done as needed. In some cases company organizational publications may show organizational charts or give clues to structure and to promotional opportunities.

The ideas of making a lateral move so that future progress can be made must be given serious consideration. This lateral move is frequently a necessity after which advancement may be rapid. New skills or skills learned while on the job or as a part-time student while on the job may be a big factor in the person's promotability. Advance educational work not only provides for new skill development but also lets the person in charge know that you are making a constructive effort to get ahead. New decision making and/or planning skills aid in preparing the employee for more responsibility and a better position.

EXERCISES:

Directions to Teacher:

1. As a class project, decide on one occupational or job opportunity within a specific institution and plan a promotional program for that opportunity. Time: 30 minutes in-class time.

2. Divide the class into sub-groups of 3 to 5 persons each and have each sub-group evaluate the opportunities for promotion within an occupational group. As a second step, have each sub-group plan how an individual could improve or increase their chances of promotion. Have each sub-group report briefly to the class. Time: ½ hour in-class time.

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WORK MOTIVATION

Rebecca Shaw

OBJECTIVES: 1. To acquaint the student with factors that influence individual motivation.
2. To help students develop individual techniques for understanding and overcoming their motivational barriers.

DISCUSSION:

Motivation refers to processes or conditions which affect how some behavior is begun and continued (Arkes & Garske, 1977). By this definition, work motivation can be seen as including factors affecting both preparation for work and work itself. Most students are motivated by a number of different needs, including desires for personal achievement, financial gain, prestige, and/or a sense of individual fulfillment. It is because of this motivation that students will defer immediate gratification (i.e., live in near poverty and spend long hours studying) in order to achieve their long-term goals. Yet situations often arise which temporarily impede goal achievement by depressing or reducing motivation. These may include emotional and personal problems, health or financial crisis, or plain frustration. Other motivational barriers are a result of the career or workplace, such as slow promotions, a dead-end job, or being underpaid. For the individual whose long and short-term goals are clear and well-defined, these barriers can be overcome more easily. Some barriers, such as fear of success and its responsibilities, are harder to identify and cope with.

Most motivational problems are internal; we tell ourselves things that prevent us from achieving our goals or we permit outside influences to stop us from succeeding. Often, individuals simply lose sight of their goals when other things, such as a financial emergency or family problem seem to overwhelm all other concerns. In these situations, it becomes easy to lose perspective. The individual must learn how to step back, examine the situation, and determine: (a) What is the problem? (b) How is it affecting my goals and performance? (c) Is it something I can do anything about? If the problem cannot be changed, coping strategies must be devised. If it can be corrected, the individual must be able to assess her or his abilities to make the change. Because most motivational barriers are internal, skills in goal-setting, self-examination, and personal change are crucial.

EXERCISE:

1. Directions to Teacher. Have the class break up into small groups. Instruct each group to discuss motivational barriers they would expect to, or already have encountered and to consider ways of overcoming them. After 15 minutes, reconvene into a large group and list the groups' barriers and develop solutions on the chalkboard. Using the list, have the class decide if there are categories of barriers, such as external (caused by outside influences), internal (self-made constraints), temporary, etc.

2. Guidelines for participants. In the small group session, try to think of motivational barriers you, yourself, would expect to encounter and how you would overcome them. Be realistic about your own abilities and coping skills.

3. Time. Approximately 30 minutes.

4. Discussion tips. Consider the following questions:

   A. Are there certain motivational barriers that might affect some people more than others, such as women v. men?

   B. Would some barriers change over time?

   C. Which types of barriers do adult students have control over?

   D. How can adult students handle the barriers they cant' change?

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LIFE SKILLS AND CONCERNS

INTEGRATING WORK AND HOME ENVIRONMENTS

Lois D. McClellan

OBJECTIVE: To aid the adult student in exploring and understanding issues related to the coordination of home and family with the outside job in order that they might be better able to approach these issues in a positive and productive manner in their own life situations.

DISCUSSION:

The past decade has witnessed a continuous decrease in what has been described as the "traditional family" (father employed, mother unemployed, two children). Currently, only about seven percent of American families meet the "traditional family" classification. Basic to the changing family environment is the role of the mother/wife. It has become necessary for both marriage partners to work in order that the family might live comfortably, especially in these times of economic stress.

It is becoming increasingly more important that there be a "fit" between the work and home environments if there is to be any resemblance of normalcy in either environment and if the marriage partners are to be productive in their multiple roles. Among the many issues that must be understood and dealt with are: a) work schedules; b) communication between partners; c) commitment to and support of the personal and professional development of one's partner; and d) sharing of home/family responsibilities.

Work Schedules. The ideal situation is one that permits the marriage partners to enjoy similar working schedules that allow them to spend time together and with the family. Unfortunately, such an arrangement is not always possible and partners often must work on different schedules of "shifts". When partners are faced with job scheduling they should carefully consider the ramifications of opposite-shift schedules. The most unattractive aspect of opposite-shift schedules is the time limit placed on opportunities of being together. If children are involved, this kind of arrangement creates problems for the children as well as for the marriage partners. Often, in such cases, one parent has the major responsibility for the children and their needs during specific times with the other parent being unavailable. In some situations, the schedule is such that children seldom see the parent.

Communication. Total personal commitment is critical to success in both job and home environments. Such commitment is crucial to one's job but must also be extended to the marriage partner's job. The job obligations of both partners must be recognized in relationship to the effects that such obligations can have on the marriage and family life. Only when job obligations of both partners are recognized can precautions be taken to assure that the home life is not overwhelmed by these obligations.

Each marriage partner must recognize the need for mutual self-development and personal pleasure. Such needs can often be fulfilled through one's job. Thus, there should be equal emphasis placed on each partner's job and efforts made to maximize the opportunities for total professional development.

Sharing of Responsibilities. Holding an outside job while maintaining an orderly and emotionally secure home environment is a massive undertaking and can only be accomplished through a spirit of sharing and caring. The average family cannot afford household help on a regular basis, thus, household chores necessarily become a family affair. It is important for each member of the family to assume specific responsibilities in order that one member (usually the wife/mother or in a single parent family, the parent) is not overworked.

The sharing of responsibilities includes child care as well as other concerns such as discipline and decision making. The family unit might very well follow the examples set by successful business and corporate organizations - everyone pulls his/her load and offers input in decision-making matters.

EXERCISE:

Directions

1. Form dyads (groups of two). It is better that individuals in the dyad not know each other very well.

2. Give each dyad a vignette (on strip of paper) from a family or work situation. You might have an equal number of vignettes from each setting (see sample vignettes below).

3. Give the dyads ten (10) minutes for discussion.

4. Have dyadic partners share the highlights of their discussion with the larger group.

5. The teacher/leader should listen for bits of information that might need to be stressed, especially as it relates to problem-solving.

Variations to the Activity

1. After dyads have discussed their vignette for five minutes, combine two dyads to form quads. Have quads discuss both vignettes for five to ten minutes. Continue as in numbers four and five above.

2. You might continue to increase the group size by adding still another dyad and vignette for mushrooming effect.

3. You might use triads, quads, etc. depending on the size of the group.

Sample Vignettes

A. Husband/Father - arriving home from work:
"It's been a long day, think I'll stretch out and have a beer before dinner while watching the evening news."

B. Mother/Wife - arriving home from work:
"It's been a long day, wish I could rest a minute but I guess everyone is hungry and would like to have dinner as soon as possible."

C. Child (10 years old) - yelling to mother:
"Hey mom, what's for dinner? I'm going over to Jimmy's, call me when dinner is ready -- boy am I starved!"

D. Employer to Mr. X (also a husband/father):
"Mr. X, I know you have plans to go to that affair that your wife's company is having on Saturday, but I have this report that is due on Monday. It's the regular monthly report, that I just could not find time to work on. I need you to come in on Saturday and get it ready for the Board on Monday."

E. Employer to Mrs. Z (also a wife/mother):
"Mrs. Z, I know you have been looking forward to that vacation with your family, but we have some inspectors coming in and I want all of the employees to be on hand. It is necessary for you to make an adjustment in your vacation schedule."

F. Mother/wife or father/husband (obviously irritated by partner who is trying to discuss a problem experienced at work):
"Why don't you bug off! I've got enough problems of my own. I don't need you to bring your work problems to me!!!"

NOTE: The group might widh to brainstorm typical situations they encounter which could serve as vignettes for this exercise.

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TIME MANAGEMENT

Martha Harder

OBJECTIVES:

1. To understand how time is currently being used.
2. To identify how time can better be used.
3. To develop some strategies to improve the use of time.

DISCUSSION:

Time cannot be saved for a rainy day and it cannot be turned on and off like a light bulb. Time is spent whether we like it that way or not. It is an irreplaceable resource. There isn't any more--we have all of it there is!

The problem for most people is not how much time they have, but rather how they choose to use it. Working faster or working longer frequently causes stress and carelessness and, as the old saying goes, "If you don't have time to do it right the first time, how will you have time to do it over?" The best solution, then, is to work smarter by planning and managing your time in a more efficient manner.

Although emphasizing time management for individuals is a relatively new concept, time management is not. For years, industry has been concerned with how to motivate workers for higher productivity. Unfortunately, most books and articles dealing with time management and production management focus on the problems of the executive. In addition, most literature deals with time as a factor of employment, ignoring the fact that, for the average worker, approximately 108 hours a week are non-work related. Very little information is available on how the average worker can make better use of his/her time at work and during non-working hours. The basic concepts of time management are universal and can be extremely useful to anyone attempting to make better use of time. Some helpful hints are listed below:

Plan the use of time. Taking time to decide what jobs or tasks need to be done during a certain period of time is comparable to making a list before going grocery shopping. The results of both are better use of time with less cost.

Learn to set priorities. It is important to distinguish between jobs which are (a) important and urgent, (b) important but not urgent, (c) urgent but not important, and (d) busywork. The ineffective person says "This task must be done, but it is unpleasant; therefore I will put it off as long as I can"; whereas, the effective person says "This task is unpleasant, but it must be done; therefore I will do it now so I can forget about it."

Bring things into focus. Sub-divide large tasks into manageable sections and then they don't seem so formidable. Remember that a salami is big and ugly and not very easily used when it is not sliced. When it is sliced it takes on a different aspect--it is manageable and appetizing. You can get your teeth into it. (Bliss, p. 84)

5. Bring the total group back together to discuss the exercise. Try to get individual participants to talk about what they may have learned. Encourage the participants to try some of the suggestions and see if changes take place.

EXERCISE II: Organizing Time

Instructions: At the first of a specified period of time (week, day, etc.) make a list of jobs or tasks which need to be completed. Divide a sheet of paper into three columns (see below) and transfer each of the items on the list to the appropriate column. Mark the jobs off as they are completed. Review the list at the end of the period of time. Which list has the most jobs marked off? Why did the other jobs not get completed?

EXERCISE III: Time Inventory

Instructions: Keep a time log (see below) of how time was spent during a day or several days. At the end of the time, review the log and see where changes can be made to increase the efficient use of time.

Date:

Time Activity

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STRESS MANAGEMENT

Carole Basehore

OBJECTIVES:
1. To gain greater understanding of stress.
2. To become more aware of the symptoms of stress.
3. To learn how to manage stress through progressive relaxation.

DISCUSSION:

Stress is as common to everyday living as eating and sleeping. Everyone throughout their life is at some point a victim to stress, however, not all are aware of it, understand it or know how to manage stress.

According to Dr. Hans Selye's definition, a medical researcher of stress at the University of Montreal, stress is the nonspecific response of the body to any demand. Therefore, stress is the biological response the body elicits to stressors. Stressors, which cause stress, may be either the external or internal type or a combination of the two. External stressors are pressures from the environment which may be caused by your job, family, finances and society. Those demands which originate from within such as a personal drive to get ahead, always be on top, and be liked by everyone, are known as internal stressors. A beginning in learning how to deal with stress is to identify what type of stressor is responsible for causing one to experience stress. This step serves as a good starting point in the process of attempting to pinpoint the key eliciting stressor.

Medical research indicates that stress is a major factor related to many physical and mental illnesses. This is evidenced by the dramatic increase in such physical problems as ulcers, migraines, asthma, coronary heart diseases, allergies, diabetes, and sexual dysfunction to name a few. The body elicits danger signals when it is experiencing a stress overload, but too many people are unaware of these signs. Some of the more common stress indicators are the following: "rapid pulse, increased perspiration, inability to sit still, tensing of muscles, increased tension headaches, insomnia, fatigue, loss of appetite and nightmares" (Ivancevich, Matteson, 1979). This is but a brief list however. If one is experiencing a dramatic change in one or a combination of the areas mentioned, it is a warning from the body to begin some type of stress management.

Ways to manage stress are numerous and rapidly expanding in number, and yet no one method works for everyone. Many people work at effective stress management by way of exercising, maintaining a nutritious diet, joining support groups, undergoing therarpy, or by practicing meditation or self-hypnosis techniques. The important issue concerning methods of stress management is not to become familiar with all that is available but rather to find that special technique which best suits the individual concerned.

One popular and practical method of managing stress which can be taught to several people at once without extensive training is called progressive muscle relaxation. "This technique was first discovered by Edmund Jacobson as a method for inducing relaxation initially in the body and eventually in the mind by employing a series of sequential physical exercises" (Jacobsen, 1974). The procedures for implementation are described in the exercise below.

EXERCISE:

1. "Time: two fifteen minute sessions per day (conducted at home).

2. Directions to the teacher:

   A. Participants may be sitting in a chair with their head supported or lying down on the floor.

   B. It is recommended to have participants tape the basic procedure, so they may replay the tape for practicing at home.

   C. In taping the basic procedure, be sure to leave space between each section to allow time to experience the feelings of tension and relaxation.

   D. Be aware that excessive tightening of the neck and back muscles can result in muscle or spinal damage. In addition, overtightening of the toes or feet tend to cause muscle cramping.

3. Materials: chairs or mats on floor
   tape and tape player (optional)

4. Directions for the activity: Basic Procedure to be read by the Teacher to the group. Read Slowly.

   Get in a comfortable position and relax. Now clench your fist, tighter and tighter, studying the tension as you do so. Keep it clenched and notice the tension in your fist, hand and forearm. Now relax. Feel the looseness in your right hand, and notice the contrast with the tension. Repeat this procedure with your right fist again, always noticing as you relax that this is the opposite of tension - relax and feel the difference. Repeat the entire procedure with your left fist, then both fists at once.

   Now bend your elbows and tense your biceps. Tense them as hard as you can and observe the feeling of tautness. Relax, straighten out your arms. Let the relaxation develop and feel the difference. Repeat this, and all succeeding procedures at least once.

   Turning attention to your head, wrinkle your forehead as tight as you can. Now relax and smooth it out. Let yourself imagine your entire forehead and scalp becoming smooth and at rest. Now frown and notice the strain spreading throughout your forehead. Let go. Allow your brow to become smooth again. Close your eyes now, squint them tighter. Look for the tension. Relax your eyes. Let them remain closed gently and comfortably. Now clench your jaw, bite hard, notice the tension throughout your jaw. Relax your jaw. When the jaw is relaxed, your lips will be slightly parted. Let yourself really appreciate the contrast between tension and relaxation. Now press your tongue against the roof of your mouth. Feel the ache in the back of your mouth. Relax. Press your lips now, purse them into an oval position. Relax your lips. Notice that your forehead, scalp, eyes, jaw, tongue and lips are all relaxed.

Press your head back as far as it can comfortably go and observe the tension in your neck. Roll it to the right and feel the changing locus of stress, roll it to the left. Straighten your head and bring it forward, press your chin against your chest. Feel the tension in your throat, the back of your neck. Relax, allowing your head to return to a comfortable position. Let relaxation deepen. Now shrug your shoulders. Keep the tension as you hunch your head down between your shoulders. Relax your shoulders. Drop them back and feel the relaxation spreading through your neck, throat and shoulders, pure relaxation, deeper and deeper.

Give your entire body a chance to relax. Feel the comfort and the heaviness. Now breathe in and fill your lungs completely. Hold your breath. Notice the tension. Now exhale, let your chest become loose, let the air hiss out. Continue relaxing letting your breath come freely and gently. Repeat this several times, noticing the tension draining from your body as you exhale. Next, tighten your stomach and hold. Note the tension, then relax. Now place your hand on your stomach. Breathe deeply into your stomach, pushing your hand up. Hold, and relax. Feel the contrast of relaxation as the air rushes out. Now arch your back, without straining. Keep the rest of your body as relaxed as possible. Focus on the tension in your lower back. Now relax, deeper and deeper.

Tighten your buttocks and thighs. Flex your thighs by pressing down your heels as hard as you can. Relax and feel the difference. Now curl your toes downward, making your calves tense. Study the tension. Relax. Now bend your toes toward your face, creating tension in your shins. Relax again.

Feel the heaviness throughout your lower body as the relaxation deepens. Relax your feet, ankles, calves, shins, knees, thighs and buttocks. Now let the relaxation spread to your stomach, lower back and chest. Let go more and more. Experience the relaxation deepening in your shoulders, arms and hands. Deeper and deeper. Notice the feeling of looseness and relaxation in your neck, jaws and all your facial muscles" (Davis, Eshelman, McKay, 1980).

5. Discussion Tips:

   A. Discuss the variety of relaxation techniques available to all such as exercise, good nutrition and forms of self-hypnosis.

   B. Discuss how to design your own personal stress program.

   C. Discuss stressors directly relating to employment and ways to handle them.

   D. Discuss the healthy aspects of experiencing stress.

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DUAL-CAREER FAMILIES

Rebecca Shaw

OBJECTIVES:

1. To acquaint the student with the types of problems associated with dual-career families.
2. To acquaint the student with role conflicts in dual-career families.
3. To acquaint the student with some strategies and skills for coping with dual-career family problems.

DISCUSSION:

The dual-career family, in which both wife and husband actively pursue their own jobs, can no longer be considered an unusual lifestyle. Today, at least three out of every five, or more than 28 million American families are dual-career. Despite its prevalence, it is still a new phenomenon and may often be problematic. Dual-career couples lack appropriate role models, and often must reexamine and redesign their notions of marriage, family, and home. This can be especially difficult in families where the wife has decided to embark on a career after having stayed at home for many years.

Research on dual-career families suggests that the greatest difficulties these families face involve maintaining the home and maintaining personal and sex-role identity. Household maintenance and child care can be especially problematic since most women have been socialized to expect to be responsible for these home tasks, and they may feel guilty asking their husbands to share the work. Many men have also been socialized to expect their wives to take care of the home, and they may feel resentment at being asked to engage in nonmasculine tasks. However, unless all family members share responsibility for maintaining the household, the dual-career wife will find herself having two full-time careers: work career and home career.

Sharing of housework often affects the couple's personal and sex role identities. The roles of wife, husband, father, mother, woman, and man usually are somewhat blurred in dual-career families, and this can be a source of severe tension and disagreement. When the partners must engage in behaviors that they don't feel comfortable with, they must learn to redefine their roles.

Other problems dual-career families often face include dealing with a joint job search. In the more specialized careers, such as synthetic fuels engineer, it can be almost impossible for the couple to find a city or town that meets both their career needs. This is also a problem when one partner, already employed, must transfer to another location or risk being fired. How a couple resolves such conflicts will affect many aspects of their relationship.

For most dual-career families, many problems can be minimized by frequent and open communication. Understanding how each other feels about

their careers and about sharing household tasks can help many partners avoid later resentment and anger. Many dual-career couples may need to redefine their own roles and expectations of their spouses. Scheduling household tasks, sharing responsibility, and having frequent family discussions can help dual-career families learn to cope with many of the problems they face.

EXERCISE:

Directions to Teachers: This exercise is designed to acquaint the student with the multitude sex-specific roles and behaviors that might be challanged in dual-career families. Across the top of the chalk board write the following headings: "Cleaning and Yard Work", "Repair and Maintenance" (auto and appliance), "Childcare", "Finances and Social Planning" (tax returns etc. and planning birthday parties, etc.). Ask students which family duties are included under each heading and have them decide if each duty is traditionally a wife's or husband's duty. Write each item, with a "W" or "H" next to it, under the appropriate heading. Encourage students to think of some behavioral tasks/duties as well, such as comforting a hurt child. When the lists are complete, ask students which of the spouse-specific duties might be challenged in a dual-career family. For each item they mention, cross out the "W" or "H" and put a "?" next to the item. For example, under "Childcare" the task of changing diapers might be changed form "W" to "?". After the exercise, have a class discussion centered on how students would feel about engaging in these nontraditional behaviors and duties.

Guidelines for Participants: When listing items under the categories, try to think of the less obvious or more 'invisible' tasks, such as remembering to get the car inspected or keeping track of relatives' birthdays. Pay special attention to items that other students mentioned that you would never have thought of.

Time: 30-50 minutes.

Discussion Tips: Have students consider the following issues:

A. Why might there have been some disagreement over whether certain items should be marked "W" or "H" in the traditional family?
B. Were there any differences in which items male and female students thought of? Why?
C. What kinds of problems might dual-career families encounter in trying to be more equitable in sharing housework?

REFERENCES

Rapoport, R. & Rapoport, R. N. Dual-Career families re-examined. New York: Harper and Row, 1976.

Rapoport, R. & Rapoport, R. N. (Eds.) Working couples. New York: Harper and Row, 1978.

Shaevits, M. H. & Shaevitz, M. H. Making it together as a two-career couple. Boston: Houghton Mifflin Co., 1980.
This is an excellent non-technical "how-to" book that covers virtually all the problems a dual-career family might encounter and offers many strategies for resolving conflict.

Rebecca Shaw is an advanced graduate student in Counselor Education at Virginia Tech.

BUILDING A SUPPORT NETWORK

Jane H. Walter

OBJECTIVES:
1. To explore ways of obtaining personal, social and psychological strengths.
2. To determine realistic expectations in utilizing support systems.

DISCUSSION:

Reentry adults learners tend to operate within a limited social field. In order to develop strategies for coping with a variety of home, work, and academic adjustments, different support systems may be established. The adaptation to new patterns of coping necessarily involves certain emotional risks. The failure to establish supportive networks may result in serious implications for the adult learner. One's academic success is often in fact contingent upon many factors unrelated to scholastic ability. Adults may underutilize community and college resources for a variety of reasons. The exploration of these sources of support may be the needed step for future usage.

EXERCISE:

1. Conduct a class discussion regarding the types of sources of assistance that the adult students may need. Categorize these sources in 5-6 broad areas.

2. Divide the class into "action teams." Each team should appoint a facilitator.

3. The "action team" now devises strategies for identifying various sources of assistance within the community and college environment.

4. Information gathering and reporting should take place the following class. Printed materials and resource guides should be distributed. Discuss appropriate uses of the support systems.

5. Attention should be given to encouraging students to form their own support systems if formal ones do not exist.

Time. 30 minutes first class period.
50 minutes second class period.

REFERENCES

Ogston, D. G. "Problems appropriate for discussion at counseling centers." Journal of Counseling Psychology, 1969 16, 261-264.

Walter, J. H. Counseling needs and support systems: Key considerations for cross-cultural counseling. Unpublished doctoral dissertation. VPI&SU, Blacksburg, VA, 1978.

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EVALUATION

STUDENT EVALUATION FORM

Your responses to these brief questions will help us in evaluating the material that you have completed and make decisions regarding future use. Please return the form after you have participated in approximately five exercises or activities. Take a few minutes to answer honestly and thoughtfully. Please respond to each question. Thank you.

1. Please briefly describe three positive changes you have experienced in your knowledge, attitudes, or skills because of these sessions.

2. Briefly describe three negative changes that you have experienced related to these sessions.

3. Do you think these topics are covered elsewhere in the curriculum? If so, please specify.

4. How would you generally evaluate these sessions?

5. Please rank the units below according to their value to you. (5 = highest, 1 = lowest)

_____ 1. Life/career assessment

_____ 2. Career information opportunities

_____ 3. Job search process

_____ 4. Maximizing the work experience

_____ 5. Life skills and concerns

6. Suggested improvements?

Please return the form to:

Johnnie H. Miles, Counselor Education
201 UCOB, Virginia Tech
Blacksburg, VA 24061

INSTRUCTOR EVALUATION FORM

NOTE: We would like every instructor who has used the manual for approximately three months and completed at least five exercises to complete this form and return it to the address given below. Your reactions and comments will help determine whether or not the manual meets your students' needs and interests. They will also provide a basis for manual improvement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The manual made a valuable contribution to my class' career development.				
2. The manual and activities were applicable to my class' needs.				
3. The activities were routine and boring.				
4. The materials were at an appropriate level for my class.				
5. The students' interest level seemed relatively low.				
6. Career advising is more important to me now.				
7. I would not recommend the manual for other instructors.				
8. The manual is quite comprehensive.				
9. The manual helped me to respond to needs of students.				

10. Please rank the items below according to your class' needs and unit responses. (5 = highest, 1 = lowest)

_____ 1. Life/career assessment

_____ 2. Career information

_____ 3. Job search process

_____ 4. Maximizing the work experience

_____ 5. Life skills and concerns

Describe the setting in which you used the units. (For example, ABE, continuing education, etc.)

11. Please list and describe briefly any improvements in your career advising as a result of the use of the manual.

12. Please list and briefly describe any other comments, criticisms, or suggestions you have for improving the manual. We are especially interested in your ideas on topics or activities that should receive more or less emphasis.

Please return this form to:

Johnnie H. Miles, Counselor Education
201 UCOB, Virginia Tech
Blacksburg, VA 24061